



AGENDA

[Join Meeting or](#)

Dial In: (562) 247-8422 Access Code: 368-951-363

1. OPENING ITEMS

- .01 Call to Order and Pledge of Allegiance
- .02 Roll Call
- .03 Adoption of the Agenda

2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held January 26, 2026 - (pg. 3)

3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador’s Student Update
- .02 AAE Mock Trial Presentation and Recognitions
- .03 NSLA 4th Annual Poetry Out Loud Presentation and Recognitions
- .04 NSLA Boys Varsity Soccer Team Presentation and Recognitions
- .05 NSLA Principal’s School Update
- .06 AAE Principal’s School Update
- .07 AAE and NSLA TK Presentation
- .08 AAE and NSLA Mid-Year Local Control and Accountability Plan (LCAP) Updates – (pg. 6)
- .09 Jeff Nigro, Nigro and Nigro, High Desert Partnership in Academic Excellence Foundation, Inc. Final Audit for the Fiscal Year Ending June 30, 2025 – (pg. 32)

4. PUBLIC COMMENTS

Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.

5. CONSENT ITEMS

- .01 Approve AAE Comprehensive School Safety Plan 2026-27 – (pg. 82)
- .02 Approve NSLA Comprehensive School Safety Plan 2026-27 – (pg. 146)
- .03 Approve LCER Ambassadors Overnight Field Trip to Sacramento, CA on March 30, 2026 - April 2, 2026 – (pg. 207)
- .04 Approve AAE Whale Tail Overnight Field Trip to Newport Coast, CA on May 29, 2026 - May 31, 2026 (Contingent Upon Receipt of Grant Funding) – (pg. 211)

- .05 Approve AAE California Mock Trial Courtroom Journalist Contest Overnight Field Trip to Oakland, CA on March 20, 2026- March 22, 2026 - (pg. 224)

6. DISCUSSION/ACTION ITEMS

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman
.02 Discussion of AAE and NSLA School Calendar and Bell Schedule for 2027-28 School Year
.03 Discussion of NSLA Williams Monitoring Process – Second Quarterly Report – (pg. 229)

7. INFORMATION INCLUDED IN PACKET

- .01 President/CEO Report – (pg. 231)
.02 Grant Tracking Report – (pg. 242)
.03 LCER Financial Reports
 - Checks Over \$10K – (pg. 243)
 - Budget Comparisons – (pg. 244)
 - Lewis Center Foundation Financial Reports – (pg. 245)

.04 LCER Board Attendance Log – (pg. 251)
.05 LCER Board/Lewis Center Foundation Give & Get – (pg. 252)

8. BOARD POLICIES / ADMINISTRATIVE REGULATIONS

- .01 Status on LCER Board Policy Updates

9. FUTURE AGENDA ITEMS

10. BOARD/STAFF COMMENTS

11. CLOSED SESSION

- .01 Conference with Legal Counsel, Existing Litigation: Grandparent on Behalf of Student v. Academy for Academic Excellence; Government Code § 54956.9(a)

12. REPORT OF CLOSED SESSION ITEMS

13. ADJOURN



MINUTES

1. OPENING ITEMS

- .01 Call to Order and Pledge of Allegiance – Chairman Carlos called the meeting to order at 4:30 p.m.
- .02 Roll Call - LCER Board Members Present: Chairman Yolanda Carlos, Marisol Sanchez, Pat Schlosser, and Lucy Tello. LCER Board Members Absent: Amber Hom, Dr. Steve Levin, and Michael Razo.
- .03 Adoption of the Agenda - A motion to adopt the agenda as presented was made by Pat Schlosser, seconded by Marisol Sanchez. The motion passed by a roll call vote of 4-0.

2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held December 15, 2025 - On a motion by Pat Schlosser, seconded by Marisol Sanchez, vote 4-0, the LCER Board of Directors approved agenda item 2.01 by roll call vote.

3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador’s Student Update – NSLA Student Ambassador David Ruiz updated the Board on highlights including softball tryouts, the Ambassador Blood Drive collected more than 25 pints, a senior parent meeting will be in the MPR on the 27th, and prom tickets are on sale. Ambassador Drew Morrow updated that NSLA held a world cup themed rally and winter dance. Student Maximillian Goodly took first place in the Poetry Out Loud competition and will represent the district at the state competition. Chairman Carlos congratulated the students and thanked them. AAE Student Ambassadors Ellianna De La Rosa and Elena Acuna gave the Board an update on sports, Homecoming, ROTC’s upcoming Leadership Camp, fundraisers, and Knight of the Night performance in February. Both campuses held Educational ARISS lessons to educate on space and mission passages. Chairman Carlos thanked the students for their update.
- .02 AAE SFJROTC Unit Evaluation Brief and Recognitions – Student leadership team was welcomed to speak on their recent Unit Evaluation conducted by MSgt. Toledo. An explanation and purpose of the assessment was provided. The unit received an “Exceeds Standards” of 100%, being the first time in the Unit’s history at AAE. Their preparation, execution, and grading process was explained, and it ultimately led to a perfect score. The 30-Step Drill Sequence was acknowledged by MSgt and Detail Commander Pham had received a special coin for exceptional execution of the drill. Twelve students from the Senior Leadership Team and the 30-Step Drill Commander were presented with certificates of recognition from the Board. Chairman Carlos congratulated the students and expressed her pride. Dr. Lamb and Mr. Richards acknowledged Colonel Armstrong, who was present, for his dedication in leading the students.
- .03 NSLA Principal’s School Update – Mrs. Agosto updated the Board with first semester reflections and moving forward by revamping their plan based on data and further analysis. iReady data was compared with Fall and Winter showing that campus wide reading and math scores increased. The leadership teams from both campuses attended professional development and continue to bring implement improvements. Family Voices Night was held and brought in 50 families. They learned about current plans, progress, and provided input. They learned more about the security plan, ask questions, and voiced concerns. There was positive support and valuable information was provided directly by the security partner. Chairman Carlos congratulated Norton on the great scores. Dr. Lamb shared that the contract with District Charter Patrol Security has been reviewed with the support of the district’s legal team and is moving forward.
- .04 AAE Principal’s School Update – Mr. Richards updated the Board on attendance, enrollment, suspensions, and end of semester grades. He recognized the efforts and thanked those involved in bringing a successful Homecoming and related activities. Finals week schedule was successful and supported students and staff alike. Math curriculum and support curriculum continued to be discussed and a program to pilot is being identified. Reviews and observations have begun, and he looks forward to bringing back vital feedback to staff to continue to improve. Jimmy Dawson is expected to visit and give insight on how Capturing Kids Hearts has impacted the school.

Planning and discussions are taking place for the ARISS/NASA contact in March. Chairman Carlos thanked Mr. Richards.

- .05 AAE and NSLA California School Dashboard Presentation – Mr. Richards and Mrs. Agosto presented the 2025 dashboard and provided an explanation of all indicators. Action plans were presented to support the goal of moving all indicators towards green. No indicators reflected red for either campus. Mrs. Sanchez asked for clarification on AAE’s 24/25 suspension rate data of 16 students in May. Mr. Richards explained multiple offenses were related to a TikTok challenge resulting in the intentional destruction of school devices. There were previously CalPads impurities that were remedied in this reporting cycle.

4. PUBLIC COMMENTS

None

5. CONSENT ITEMS

- .01 Approve AAE SFJROTC Leadership Camp – On a motion by Pat Schlosser, seconded by Marisol Sanchez, vote 4-0, the LCER Board of Directors approved the consent item 5.01.

6. DISCUSSION/ACTION ITEMS

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman – Mrs. Sanchez updated the Board that the Foundation raised \$580 in raffle sales from the Social in Redlands on December 18th. The Foundation Board welcomed a new member, Sabrina Schneider, in January. The Golf Tournament Committee is actively planning and will meet again on January 30th at 10:00am. The next Foundation Board meeting is on February 6th at 10:00am.
- .02 Approve AAE and NSLA 1st Interim Reports – Mr. Gruber presented details of the interim reports with two additional reports will be presented in the future. Jeff Nigro will present the closing audit at February’s Board meeting. There were no questions from the Board.

On a motion by Marisol Sanchez, seconded by Lucy Tello, vote 4-0, the LCER Board of Directors approved action item 6.02.

- .03 Approve AAE and NSLA School Accountability Report Cards (SARC) – Ms. Muir shared that Norton is no longer on targeted assistance or on CSI. She provided highlights on the SARC report for both school sites, including increased enrollment, adopted curricula, increased parent engagement opportunities and participation, continued PD at both sites, small class sizes, facilities keeping campuses in excellent condition, and no expulsions.

On a motion by Pat Schlosser, seconded by Marisol Sanchez, vote 4-0, the LCER Board of Directors approved action item 6.03.

- .04 Approve Updated Strategic Plan Adopted on January 26, 2026 – Dr. Lamb condensed the report by removing the SWAT Analysis and appendices but will maintain them and continue to use them during the workshops. The goals were revised and report was reformatted. The staff report reflected the new updates, and objective growth is being tracked.

On a motion by Lucy Tello, seconded by Pat Schlosser, vote 4-0, the LCER Board of Directors approved action item 6.04.

7. INFORMATION INCLUDED IN PACKET

- .01 President/CEO Report
- .02 Grant Tracking Report
- .03 LCER Financial Reports
- Checks Over \$10K
 - Budget Comparisons
 - AAE and NSLA Consolidated Application and Reporting System (CARS) Semi Annual Reports
 - Lewis Center Foundation Financial Reports
- .04 LCER Board Attendance Log
- .05 LCER Board/Lewis Center Foundation Give & Get

8. BOARD POLICIES / ADMINISTRATIVE REGULATIONS

- .01 Discussion and Approval of Revision to Board Policy BP 9110 Board Bylaws - Terms and Officers – Dr. Lamb explained the minor revisions made. The Board had no questions.

On a motion by Pat Schlosser, seconded by Marisol Sanchez, vote 4-0, the LCER Board of Directors approved agenda item 8.01.

- .02 Discussion of Proposed Revisions to Board Policy BP 3515.7 Video Surveillance Security System – Mr. Dorcey explained that it was adopted prior to the current CSBA numbering, which is now listed by CSBA as Firearms on Campus. It was his recommendation to adopt the 3515 series, including 3515.3, and retire the current 3515.7 and 7515 at the guidance of the Board. Mr. Schlosser agreed to that direction and recommended looking into the student records retention policy and that they do not cross reference one another in a contradictory way. Approval of these drafts will be added to the future agenda.

9. FUTURE AGENDA ITEMS

- Additional Policy Updates: Related to Ed. Code 49428.2 Addressing Behavioral Health Concerns
- Immigration Board Policies to be in alignment with AB49
- LCER Ambassadors overnight field trip to Sacramento
- Poetry Out Loud overnight field trip to Sacramento
- LCAP Midterm Review (presented)(no action)
- Comprehensive School Safety Plan

10. BOARD/STAFF COMMENTS

- Chairman Carlos thanked Marisol for the fundraiser in Redlands and enjoyed her time. It allowed her family to come out and understand what she does. Mrs. Sanchez thanked Sam and Jisela for their efforts as well.
- Dr. Lamb added the Commencement date for both schools on the staff report. Dr. Lamb shared a SciAct proposal submitted for a highly competitive grant program through NASA, the Lewis Center as the institutional lead alongside a team of other programs working collaboratively. If selected, she will be the Principal Investigator (PI) for the project, requiring 25% of her time, GAVRT time would be included. Mr. Dorcey would be the Project Manager.
- Mr. Gruber submitted the letter of intent to apply for the Carl Perkins Grant in February for AAE.
- Dr. Lamb provided additional STEM updates of GAVRT and presentation of Black Hole Patrol with eight students. It was student focused, student led, and highly engaging. The upcoming ARISS contact is unique because the proposal was fully student lead. Students will have 9 minutes to ask questions to astronauts on the International Space Station.

11. ADJOURN

Chairman Carlos adjourned the meeting at 6:20 p.m.



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Chet Richards Principal	crichards@lcer.org 760-946-5414 ext 301

Goal 1

Goal Description

Prepare all students for post-secondary success. Improve student proficiency in core subject areas (English language arts, mathematics, science, and social studies) by implementing targeted instructional strategies, providing differentiated support, and fostering a culture of high expectations and academic excellence across all grade levels (TK - 12)

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP Distance from Standard (DFS) in Math	2023 CA Dashboard: All -29 DFS EL -78.2 DFS SED -56.1 DFS SWD -114.6 DFS	2024 CA Dashboard: All -24.4 DFS EL -59.9 DFS SED -45.9 DFS SWD -108.2 DFS		2025 CA Dashboard: All -12.7 DFS EL -34.6 DFS SED -37.9 DFS SWD -105.9 DFS	All -19 DFS EL -68 DFS SED -46 DFS SWD -100DFS
1.2	CAASPP Distance from Standard (DFS) in English Language Arts	2023 CA Dashboard: EL -46 DFS SED -16.8 DFS SWD -90.6 DFS	2024 CA Dashboard: EL -21.3 DFS SED -14.8 SWD -89.1		2025 CA Dashboard: EL -13.8 DFS SED -4.3 DFS SWD -64.8 DFS	EL -36 DFS SED -7 DFS SWD -85 DFS
1.3	iReady End of Year Diagnostic Performance - Math Local Assessment	48% of students on or above grade level 37% of students one grade level below 16% of students two or more grade levels below as identified by the EOY assessment 2024.	51% of students on or above grade level 34% of students one grade level below 15% of students two or more grade levels below as identified by the EOY assessment 2025.		Math: 38.8% of students on or above grade level 42.5% of students one grade level below 18.7% of students are two or more grade levels below as demonstrated in the Diagnostic 2 assessments	58% of students on or above grade level 32% of students one grade level below 10% of students two or more grade levels below
1.4	iReady End of Year Diagnostic Performance - Reading Local Assessment	58% of students on or above grade level 25% of students one grade level below 17% of students two or more grade levels below as identified by the EOY assessment 2024.	60% of students on or above grade level 24% of students one grade level below 16% of students two or more grade levels below as identified by the EOY assessment 2025.		Reading: 50.6% of students on or above grade level 31.4% of students one grade level below 18.1% of students are two or more grade levels below as demonstrated in the Diagnostic 2 assessments	68% of students on or above grade level 20% of students one grade level below 12% of students two or more grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	Running Record Proficiency in grades 1-2 as of T2 results. Local Assessment	Running Record proficiency in grades 1-2 as of T2 2024 1st grade - 35% proficiency 2nd grade - 41.2% proficiency	Running Record proficiency in grades 1-2 as of T2 2025 1st grade - 76.3% proficiency 2nd grade - 61.5% proficiency		Running Record proficiency as of T1 2025 1st Grade - 81.4% 2nd Grade - 81%	Running Record proficiency in grades 1-2 as of T2 1st grade - 55% proficiency 2nd grade - 61% proficiency
1.6	English Learner Progress Indicator	2023 CA Dashboard 42.3% of EL population are making progress towards English Language proficiency	2024 CA Dashboard 38% of EL population are making progress towards English Language proficiency 31% LTEL population are making progress		2025 CA Dashboard 37.8% of EL population are making progress towards English Language proficiency 45.5% LTEL population are making progress	50% of our EL and LTEL populations making progress towards English Language proficiency

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Academic Intervention Personnel The school will implement evidence-based reading and math intervention programs intending to benefit all student with emphasis on student groups who are performing below standard in the areas of ELA and math as measured in M1.1, M1.2, M1.3, M1.4, and M1.5.	Yes	Partially Implemented			\$454,788.00	\$221,922.79
1.2	Assessment and Data Analysis Data supports students in their learning as teaching staff analyze for trends and patterns, assess teaching strategies, and monitor progress. Additionally, feedback from data empowers students to take ownership of their	Yes	Partially Implemented			\$29,451.00	\$21,793.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning. Data is necessary to facilitate continuous improvement for all students and the programs the school implements.						
1.3	Academic Support Curriculum The school will implement supplemental research-based curriculum to support adopted ELA and math curricula to help close the gaps in learning for identified student groups.	Yes	Fully Implemented			\$213,194.00	\$217,177.78
1.4	ELD Support & Curriculum To ensure that all students have equitable opportunities to succeed academically and reach their full potential, supports need to be in place. These supports in language acquisition promote content comprehension, vocabulary development, cultural relevance, and language support across disciplines, contributing to long-term academic success.	Yes	Partially Implemented			\$48,614.00	\$25,292.76
1.5	Academic Professional Development The school will implement ongoing professional development for teachers on instructional best practices in the areas of reading and math.	Yes	Partially Implemented			\$128,917.00	\$30,253.31
1.6	Support Personnel All school staff contribute to student learning by providing emotional support, academic support, specialized services, health and wellness, family and community engagement, and responding to crises and emergencies.	Yes	Partially Implemented			\$827,014.00	\$385,242.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Their efforts create a supportive and inclusive learning environment where all students can thrive academically, socially, and emotionally.						

Goal 2

Goal Description

Through an engaging and well-being experience, the school will foster a welcoming and inclusive school culture that ensures all students feel valued, respected, and supported. This includes implementing initiatives to increase cultural competency among staff and students, promoting social-emotional learning, and enhancing opportunities for community engagement and collaboration to create a positive and supportive learning environment for all TK-12 students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Career and College Indicator	2023 CA Dashboard 65.9% of students are prepared	2024 CA Dashboard 49.2% of students are prepared		2025 CA Dashboard 66.7% of students are prepared	70% of students are prepared
2.2	Graduation Rate	2023 CA Dashboard 98.9% of students graduate	2024 CA Dashboard 98.3% of students graduate		2025 CA Dashboard 100% of students graduate	Maintain graduation rate of 99%
2.3	Student Climate Survey	2023-2024 Student Climate Survey Students help decide what happens at their school - 51.95% Teachers and other adults listen to ideas about the school - 52.55% Students have multiple opportunities outside of school to get involved - 83.72%	2024-2025 Student Climate Survey Students help decide what happens at their school - 55.14% Teachers and other adults listen to ideas about the school - 60.88% Students have multiple opportunities outside of school to get involved - 90.85%		Climate Survey to be administered in March 2026	Students help decide what happens at their school - 61% Teachers and other adults listen to ideas about the school - 62% Students have multiple opportunities outside of school to get involved - 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Academic Enrichment The school provides enrichment classes and field trips to all students with hands-on	Yes	Partially Implemented			\$213,342.00	\$55,177.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	experiences, real-world application of knowledge, exposure to diversity, opportunities for critical thinking and problem-solving, stimulation of curiosity, development of social skills, and deeper cultural and historical understanding. These opportunities allow students to apply their in-class learning and improve their understanding.						
2.2	College and Career Opportunities It is essential to provide students with the unlimited possibilities beyond graduation. These opportunities such as college visits, dual enrollment, CTE courses, and AP courses, create an equitable and inclusive future for all students.	No	Partially Implemented			\$235,304.00	\$92,632.45

Goal 3

Goal Description

Implement comprehensive strategies to ensure a safe and secure learning environment for all TK-12 students. This includes enhancing campus security measures, providing training on conflict resolution and restorative practices, and promoting positive behavior interventions to foster a culture of respect, responsibility, and accountability throughout the school community.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Suspension Rate	CA 2023 Dashboard All - 5.4% SED - 7.2% African American - 17.6% Hispanic - 6.3% Asian - 4.9%	CA 2024 Dashboard All - 1.8% SED - 3% African American - 4.7% Hispanic - 1.9% Asian - 4.9%		CA 2025 Dashboard All - 3.2% SED - 4.1% African American - 11.6% Hispanic - 2.5% Asian - 4.9%	All - 3.5% SED - 5% African American - 10% Hispanic - 5% Asian - 3%
3.2	Student Climate Survey	2023-2024 Student Climate Survey (4 areas of focus) Feel safe at school - 75.29% Clear rules and consequences for behaviors - 70.36% Students treat each other well - 49.03% Cleanliness of the school - 39.61%	2024-2025 Student Climate Survey (4 areas of focus) Feel safe at school - 84.91% Clear rules and consequences for behaviors - 79.10% Students treat each other well - 60% Cleanliness of the school - 52.98%		Climate Survey to be administered in March 2026	Feel safe at school - 80% Clear rules and consequences for behaviors - 75% Students treat each other well - 59% Cleanliness of the school - 50%
3.3	Chronic Absenteeism	2023 CA Dashboard All - 19.9% EL - 18.9% SWD - 24.1% SED - 26.5%	2024 CA Dashboard All - 13.5% EL - 14.6% SWD - 19.1% SED - 9.4%		2025 CA Dashboard All - 8.6% EL - 9.8% SWD - 11.3% SED - 11%	All - 9% EL - 9% SWD - 12% SED - 13%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Enhancing Physical and Personnel Security Measures Enhancing physical and personnel security measures benefits students by ensuring their safety and security, providing peace of mind, improving attendance, fostering a positive learning environment, reducing bullying and violence, enhancing emergency preparedness, and building parental confidence. By prioritizing the well-being of students, the school can create an environment where all students can thrive academically, socially, and emotionally.</p>	Yes	Partially Implemented			\$543,220.00	\$232,575.72
3.2	<p>Administrative Athletic Director The Administrative Athletic Director position has been developed to focus on supporting our administrative team in the area of behavior and attendance intervention in conjunction with the management of the athletic needs of our school. This position coordinates and manages all athletic administrative responsibilities including the scheduling of sporting events, coordination of officiating, management of coaching staff, and the coordination of the facilities to accommodate our athletic department. In addition, this role will oversee the intervention and support of our students in the areas of behavior and attendance. Supervising the Student Attendance Review Team, supporting our supervision and character development of our student population.</p>	Yes	Partially Implemented			\$87,406.00	\$43,612.76
3.3	<p>Positive School Climate Capturing Kids' Hearts is beneficial to the student body because it creates a positive school climate, improves student-teacher</p>	No	Fully Implemented			\$54,133.00	\$54,133.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	relationships, enhances social-emotional skills, increases engagement and motivation, reduces discipline issues, enhances academic achievement, and prepares students for success beyond school.						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	17,466,797	17,981,073
LCFF Supplemental/Concentration Grants	1,230,617	1,258,852



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lewis Center for Educational Research	Erika Agosto Principal	eagosto@lcer.org 909-386-2300

Goal 1

Goal Description

Improve student proficiency in core subject areas (English language arts, mathematics, science, and social studies) by implementing targeted instructional strategies, providing differentiated support, and fostering a culture of high expectations and academic excellence across all grade levels (TK-12).

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP English Language Arts (ELA) Distance from Standard (DFS)	2023 CA Dashboard: All -72.3 DFS EL -100.8 DFS SED -79.1 DFS SWD -120.2 DFS	2024 CA Dashboard: All -56 DFS EL -88.6 DFS SED -64.9 DFS SWD -124.4 DFS		2025 CA Dashboard: All -29.4 DFS EL -59.6 DFS SED -35 DFS SWD -76.6 DFS	All -62.3 DFS EL -90.8 DFS SED -64.1 DFS SWD -110.2 DFS
1.2	CAASPP Mathematics Distance from Standard (DFS)	2023 CA Dashboard: All -101.1 DFS EL -127.5 DFS SED -106.6 DFS SWD -150 DFS	2024 CA Dashboard: All -102.2 DFS EL -125.9 DFS SED -112.7 DFS SWD -160.4 DFS		2025 CA Dashboard: All -73.5 DFS EL -94.4 DFS SED -83.8 DFS SWD -104.3 DFS	All -91.1 DFS EL -117.5 DFS SED -96.6 DFS SWD -140 DFS
1.3	iReady End of Year (EOY) Diagnostic Performance - Reading Local Assessment Grades 3-11	Reading: 27% of students on or above grade level 23% of students one grade level below 49% of students are two or more grade levels below as demonstrated in the EOY 2024 assessments	Reading: 33% of students on or above grade level 22% of students one grade level below 45% of students are two or more grade levels below as demonstrated in the EOY 2025 assessments		Reading: 27.6% of students on or above grade level 24.1% of students one grade level below 48.3% of students are two or more grade levels below as demonstrated in the Diagnostic 2 assessments	Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below
1.4	iReady End of Year (EOY) Diagnostic Performance - Math Local Assessment Grades 3-11	Math: 17% of students on or above grade level 26% of students one grade level below 56% of students are two or more grade levels below as demonstrated in the EOY 2024 assessments	Math: 24% of students on or above grade level 29% of students one grade level below 47% of students are two or more grade levels below as demonstrated in the EOY 2025 assessments		Math: 20.9% of students on or above grade level 29.7% of students one grade level below 49.4% of students are two or more grade levels below as demonstrated in the Diagnostic 2 assessments	Math: 25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Academic Interventions Personnel The school will implement evidence-based reading and math intervention programs intending to benefit all student with emphasis on student groups who are performing below standard in the areas of ELA and math as measured in M1.1, M1.2, M1.3, and M1.4.	Yes	Partially Implemented			\$889,377.00	\$391,736.99
1.2	Academic Professional Development The school will implement ongoing professional development for teachers on instructional best practices in the areas of reading and math.	Yes	Partially Implemented			\$156,085.00	\$60,564.74
1.3	Academic Support Curriculum The school will implement supplemental research-based curriculum to support adopted ELA and math curricula to help close the gaps in learning for identified student groups.	Yes	Fully Implemented			\$311,995.00	\$333,739.34
1.4	Academic Enrichment The school provides enrichment classes, academic growth incentives including field trips to all students with hands-on experiences, real-world application of knowledge, exposure to diversity, opportunities for critical thinking and problem-solving, stimulation of curiosity,	Yes	Partially Implemented			\$385,402.00	\$118,844.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	development of social skills, and deeper cultural and historical understanding. These opportunities allow students to apply their in-class learning and improve their understanding.						
1.5	Mental Health and Academic Services The school will provide services to promote student mental health and assist in academic planning to influence cognitive functioning, emotional regulation, motivation, social relationships, problem-solving skills, physical health, and long-term outcomes for students.	Yes	Partially Implemented			\$671,295.00	\$238,188.08
1.6	Assessment and Data Analysis Data supports students in their learning as teaching staff analyze for trends and patterns, assess teaching strategies, and monitor progress. Additionally, feedback from data empowers students to take ownership of their learning. Data is necessary to facilitate continuous improvement for all students and the programs the school implements.	Yes	Partially Implemented			\$66,950.00	\$57,647.90
1.7	Support Personnel All school staff contribute to student learning by providing emotional support, academic support, specialized services, health and wellness, family and community engagement, and responding to crises and emergencies. Their efforts create a supportive and inclusive learning environment where all students can thrive academically, socially, and emotionally.	Yes	Partially Implemented			\$1,021,497.00	\$490,859.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

Expand and enhance dual language immersion and global language programs across all grade levels (TK-12) to promote bilingualism, biliteracy, and cross-cultural competence among students. This includes increasing language proficiency, providing professional development for educators, and fostering partnerships with cultural institutions and language communities to enrich language learning experiences.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage making progress toward English language proficiency (ELPI)	2023 CA Dashboard EL 46.9% LTEL (Baseline est. in yr. 1)	2024 CA Dashboard EL 23.5% LTEL 29%		2025 CA Dashboard EL 50.2% LTEL 51.5%	EL 57% LTEL (Baseline est. in yr. 1)
2.2	iReady Reading proficiency for English Learners	EOY 2024 iReady Reading Proficiency 8.2% on or above grade level 19% one grade level below 72.8% two or more grade levels below	EOY 2025 iReady Reading Proficiency 11.4% on or above grade level 20.7% one grade level below 67.9% two or more grade levels below		Diagnostic 2 iReady Reading Proficiency 8.9% on or above grade level 17.4% one grade level below 73.6% two or more grade levels below	13% on or above grade level 29% one grade level below 58% two or more grade levels below
2.3	Seal of Biliteracy Pathway recognition in grades K, 5, 8, and 12.	2023 Recognition K - 46% 5th - 43% 8th - 16.3% 12th (Baseline est. in yr. 1)	2024 Recognition K - 65% 5th - 47% 8th - 8% 12th - Baseline in 2025		2025 Recognition K - 51% 5th - 55% 8th - 36% 12th - 31%	K - 56% 5th - 53% 8th - 28% 12th - 25%
2.4	LAS Links End of Year (EOY) Proficiency Results for SLA	EOY 2024 Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 64.9% proficient Listening - 49% proficient Reading - 18.6% proficient Writing - 15.6% proficient	EOY 2025 Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 74.8% proficient Listening - 59.9% proficient Reading - 30.9% proficient Writing - 29.6% proficient		Mid-year 2025 Spanish Language Proficiency for dual language learners (grades 3-8) in four assessed areas: Speaking - 69.83% proficient Listening - 38.64% proficient Reading - 17.67% proficient	Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 75% proficient Listening - 59% proficient Reading - 28% proficient Writing - 25% proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Writing - 34.35% proficient	
2.5	LAS Links End of Year (EOY) Proficiency Results for ELA	EOY 2024 English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 71.2% proficient Listening - 48.3% proficient Reading - 30.6% proficient Writing - 23% proficient	EOY 2025 English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 78.9% proficient Listening - 59.1% proficient Reading - 38.4% proficient Writing - 29.5% proficient		Mid-Year 2025 English Language Arts Proficiency for dual language learners (grades 3-8) in four assessed areas: Speaking - 52.7% proficient Listening - 27.02% proficient Reading - 18.36% proficient Writing - 18.01% proficient	English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 81% proficient Listening - 48% proficient Reading - 40% proficient Writing - 33% proficient

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Curriculum Development and Alignment To ensure that all students have equitable opportunities to succeed academically and reach their full potential, supports need to be in place. These supports in language acquisition promote content comprehension, vocabulary development, cultural relevance, and language support across disciplines, contributing to long-term academic success.	Yes	Partially Implemented			\$33,560.00	\$28,560.00
2.2	Professional Development and Training The school will implement ongoing professional development for teachers to gain an understanding of language acquisition and dual language education through research-based practices. Teachers will glean insight	Yes	Partially Implemented			\$61,237.00	\$70,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	into lesson development to support dual language and better serve students in the classroom.						
2.3	Student, Family and Community Engagement Engagement of the school's families and community is essential for student achievement and well-being. Families are the first to provide student learning and as students continue through school, they help to promote a positive attitude towards education and facilitate a supportive learning environment.	No Yes	Partially Implemented			\$34,000.00	\$0.00
2.4	Assessment and Data Analysis To monitor growth in bilingualism and biliteracy, data needs to be generated for the specific areas, reading, writing, speaking, and listening, in both languages. Feedback from data will empower students to take ownership of their learning, guiding them to improve.		Partially Implemented			\$15,000.00	\$0.00

Goal 3

Goal Description

Foster a welcoming and inclusive school culture that ensures all students feel valued, respected, and supported. This includes implementing initiatives to increase cultural competency among staff and students, promoting social-emotional learning, and enhancing opportunities for community engagement and collaboration to create a positive and supportive learning environment for all TK-12 students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Chronic Absenteeism	2023 CA Dashboard All - 20.4% EL - 16.8% SWD - 28.3% SED - 21.6% White - 25.8%	2024 CA Dashboard All - 23.4% EL - 20.3% SWD - 28.9% SED - 24.4% White - 16.7%		2025 CA Dashboard All - 19.2% EL - 18.5% SWD - 21.3% SED - 19.5% White - 24%	All - 10% EL - 8% SWD - 14% SED - 11% White - 13%
3.2	Student Climate Survey	2023-2024 Student Climate Survey Students help decide what happens at their school - 53.74% Teachers treat students with respect - 81.22% Adults at my school treat students equally - 64.79%	2024-2025 Student Climate Survey Students help decide what happens at their school - 54.36% Teachers treat students with respect - 84.51% Adults at my school treat students equally - 65.6%		Climate Survey to be administered in March 2026	Students help decide what happens at their school - 63% Teachers treat students with respect - 85% Adults at my school treat students equally - 70%
3.3	Career and College Indicator	CA Dashboard (Baseline est. in yr. 1)	CA Dashboard 2025 will establish baseline.		2025 Baseline Prepared All - 36.7% EL - 17.6% SED - 35.4%	All - 38% EL - 18% SED - 38%
3.4	Graduation Rate	CA Dashboard (Baseline est. in yr. 1)	CA Dashboard 2025 will establish baseline.		2025 Baseline 100% Graduation Rate	100% Graduation Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Cultivating a Positive School Climate Cultivating a positive school climate is essential for creating an environment where students feel safe, supported, and motivated to learn. A positive school climate promotes academic achievement, social and emotional development, respect and inclusion, reduces bullying and discipline issues, increases attendance and engagement, enhances teacher satisfaction and retention, and fosters strong partnerships with families and communities.</p>	Yes	Partially Implemented			\$105,597.00	\$47,127.60
3.2	<p>Building School Culture Capturing Kids' Hearts is beneficial to the student body because it creates a positive school climate, improves student-teacher relationships, enhances social-emotional skills, increases engagement and motivation, reduces discipline issues, enhances academic achievement, and prepares students for success beyond school.</p>	Yes	Fully Implemented			\$54,703.00	\$54,703.00
3.3	<p>Strengthening Family and Community Partnerships By strengthening the school's educational partnerships, there will be numerous benefits including enhanced resources, expanded learning opportunities, support for families, cultural enrichment, community engagement and support, career and college readiness, and civic engagement and service learning. These collaborations will create an enriching and inclusive learning environment that empowers students to succeed academically, socially, and personally while contributing to the well-being and prosperity of the broader community.</p>	Yes	Partially Implemented			\$45,000.00	\$3,452.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	College and Career It is essential to provide students with the unlimited possibilities beyond graduation. These opportunities such as college visits, AVID courses, and AP courses, create an equitable and inclusive future for all students.	Yes	Partially Implemented			\$408,215.00	\$159,678.16
3.5	Celebrations and Recognitions Awards and recognition provide numerous benefits for students, including boosting self-esteem and confidence, encouraging continued effort and improvement, fostering a growth mindset, increasing motivation and engagement, promoting a culture of excellence, building a sense of belonging and community, and enhancing college and career opportunities. By acknowledging and celebrating students' achievements, schools and communities can inspire students to reach their full potential and succeed academically, personally, and professionally.	No	Partially Implemented			\$10,000.00	\$364.74

Goal 4

Goal Description

Implement comprehensive strategies to ensure a safe and secure learning environment for all TK-12 students. This includes enhancing campus security measures, providing training on conflict resolution and restorative practices, and promoting positive behavior interventions to foster a culture of respect, responsibility, and accountability throughout the school community.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Suspension Rate	CA 2023 Dashboard All - 12.6% EL - 14.1% SED - 13.9% SWD - 16.5% African American - 15.1% Hispanic - 12.6%	CA 2024 Dashboard All - 6.6% EL - 4.7% SED - 6.8% SWD - 8.9% African American - 14.6% Hispanic - 6.3%		CA 2025 Dashboard All - 5% EL - 5.8% SED - 5% SWD - 5% African American - 6.8% Hispanic - 4.7%	All - 6% EL - 7% SED - 7% SWD - 8% African American - 8% Hispanic - 6%
4.2	Student Climate Survey	2023-2024 Student Climate Survey (3 areas of focus) Feel safe at school - 75.36% Clear rules and consequences for behaviors - 69.77% Students treat each other well - 59.05%	2024-2025 Student Climate Survey (3 areas of focus) Feel safe at school - 81.75% Clear rules and consequences for behaviors - 78.67% Students treat each other well - 51.4%		Climate Survey to be administered in March 2026	Feel safe at school - 85% Clear rules and consequences for behaviors - 79% Students treat each other well - 69%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Enhancing Physical and Personnel Security Measures Enhancing physical and personnel security measures benefits students by ensuring their safety and security, providing peace of mind, improving attendance, fostering a positive learning environment, reducing bullying and	Yes	Partially Implemented			\$759,583.00	\$324,840.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	violence, enhancing emergency preparedness, and building parental confidence. By prioritizing the well-being of students, the school can create an environment where all students can thrive academically, socially, and emotionally.						
4.2	<p>Promoting Safety Awareness and Prevention</p> <p>The school is enacting actions to promote positive behavior, build social skills, foster inclusion, increase physical activity, reduce bullying and conflict, improve school climate, and enhance academic performance. Providing structured and inclusive recess experiences, safety measures throughout the school day, and support for social-emotional needs will contribute to the overall well-being and success of students.</p>	No	Partially Implemented			\$2,100.00	\$1,049.85
4.3	<p>Safe Learning Space</p> <p>Creating a safe learning space is essential for promoting students' emotional well-being, ensuring their physical and psychological safety, fostering inclusivity and diversity, building positive relationships, reducing stress, and encouraging growth and development. It sets the foundation for a positive and enriching educational experience for all students. The school has seen an expansion in costs associated with the growing student population and the development of a culturally diverse program for students in grades TK-12 to reach up to 1,500 students a year.</p>	Yes	Fully Implemented			\$3,076,875.00	\$3,076,875.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	18,207,102	17,471,472
LCFF Supplemental/Concentration Grants	4,499,100	4,261,441

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC
EXCELLENCE” FOUNDATION, INC.**

Includes the Following Charter Schools:

*Academy for Academic Excellence (Charter No. 0127); and
Norton Science and Language Academy (Charter No. 0903)*

**FINANCIAL STATEMENTS AND
INDEPENDENT AUDITORS’ REPORT**

**For the Fiscal Year Ended
June 30, 2025**

NIGRO & NIGRO^{PC}

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

For the Fiscal Year Ended June 30, 2025

Table of Contents

FINANCIAL SECTION

	<u>Page</u>
Independent Auditors’ Report	1
Financial Statements:	
Statement of Financial Position	4
Statement of Activities	5
Statement of Cash Flows	6
Statement of Functional Expenses	7
Notes to Financial Statements	8

SUPPLEMENTARY INFORMATION

Combining Charter Schools Financial Statements:	
Statement of Financial Position	21
Statement of Activities	22
Statement of Cash Flows	23
Schedule of Average Daily Attendance (ADA).....	24
Schedule of Instructional Time.....	25
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements	26
Schedule of Expenditures of Federal Awards.....	27
Note to the Supplementary Information	28

OTHER INFORMATION

Local Educational Agency Organization Structure	29
---	----

OTHER INDEPENDENT AUDITORS’ REPORTS

Independent Auditors’ Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	30
Independent Auditors’ Report on Compliance For Each Major Federal Program and on Internal Control Over Compliance Required by OMB Uniform Guidance	32
Independent Auditors’ Report on State Compliance and on Internal Control Over Compliance	35

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Summary of Auditors’ Results	38
Financial Statement Findings	39
Federal Award Findings and Questioned Costs	40
State Award Findings and Questioned Costs	41
Summary Schedule of Prior Audit Findings	42

Financial Section



NIGRO & NIGRO^{PC}

A Professional Accountancy Corporation

INDEPENDENT AUDITORS' REPORT

Board of Directors
The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Apple Valley, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying combined financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. (a California nonprofit Organization), which comprise the combined statement of financial position as of June 30, 2025, and the related combined statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the combined financial statements.

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the financial position of the High Desert "Partnership in Academic Excellence" Foundation, Inc. as of June 30, 2025, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

1

**Elizabeth Nigro, CPA | Jeff Nigro, CPA, CFE | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA
Jessica Miller, CPA | Angelika Vartikyan, CPA | Jared Solmosen, CPA**

**MURRIETA OFFICE 25220 Hancock Avenue, Suite 400, Murrieta, CA 92562 • P: (951) 698-8783 • F: (951) 699-1064
WALNUT CREEK OFFICE 2121 N. California Blvd. Suite 290, Walnut Creek, CA 94596 • P: (844) 557-3111 • F: (844) 557-3444
www.nncpas.com • Licensed by the California Board of Accountancy**

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements. In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Expenditures of Federal Awards as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other supplementary information listed in the table of contents is fairly stated, in all material respects, in relation to the financial statements as a whole.

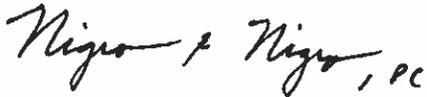
Other Information

Management is responsible for the other information included in the annual report. The other information comprises the LEA Organization Structure but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2025, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.



Murrieta, California
December 12, 2025

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE"
FOUNDATION, INC.**

Statement of Financial Position

June 30, 2025

ASSETS

Current assets:

Cash and cash equivalents	\$ 27,833,173
Accounts receivable	2,776,442
Prepaid expenses	260,786
Total current assets	<u>30,870,401</u>

Noncurrent assets:

Right of use asset, operating lease	201,910
Right of use asset, finance leases, net of accumulated amortization	48,459,440
Property and equipment:	
Non-depreciable assets	886,436
Depreciable assets	21,020,909
Less accumulated depreciation	<u>(9,039,651)</u>
Property and equipment, net	<u>12,867,694</u>
Total noncurrent assets	<u>61,529,044</u>

Total Assets \$ 92,399,445

LIABILITIES AND NET ASSETS

Liabilities

Current liabilities:

Accounts payable	\$ 3,854,839
Unearned revenues	168,546
Operating lease liability, current portion	79,857
Finance lease liability, current portion	<u>500,000</u>
Total current liabilities	4,603,242

Non-current liabilities:

Operating lease liability, net of current portion	122,053
Finance lease liability, net of current portion	<u>53,695,000</u>

Total liabilities 58,420,295

Net Assets

Without donor restrictions:

Designated	65,693
Undesignated	29,086,371
With donor restrictions	<u>4,827,086</u>

Total net assets 33,979,150

Total Liabilities and Net Assets \$ 92,399,445

The notes to financial statements are an integral part of this statement.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Statement of Activities

For the Fiscal Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues, gains, and other support			
LCFF revenues	\$ 34,310,394	\$ -	\$ 34,310,394
Federal revenues	-	3,574,521	3,574,521
State special education	-	1,916,445	1,916,445
STRS on behalf contribution	-	(617,001)	(617,001)
Other state revenues	644,106	4,391,231	5,035,337
Other local revenues	798,276	109,331	907,607
Net assets released from restrictions	12,831,452	(12,831,452)	-
Total revenues, gains, and other support	48,584,228	(3,456,925)	45,127,303
Expenses			
Program Services:			
Education	28,120,968	-	28,120,968
Supporting Services:			
Management and general	18,506,552	-	18,506,552
Fundraising	271	-	271
Total expenses	46,627,791	-	46,627,791
Change in net assets	1,956,437	(3,456,925)	(1,500,488)
Net Assets			
Beginning of year	27,195,627	8,284,011	35,479,638
End of year	<u>\$ 29,152,064</u>	<u>\$ 4,827,086</u>	<u>\$ 33,979,150</u>

The notes to financial statements are an integral part of this statement.

5

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Statement of Cash Flows

For the Fiscal Year Ended June 30, 2025

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$ (1,500,488)
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:	
Depreciation	629,188
Operating lease expense	78,668
Amortization of finance leases	1,479,849
(Increase) decrease in operating assets:	
Accounts receivable	5,178,772
Prepaid expenses	446,834
Increase (decrease) in operating liabilities:	
Accounts payable	2,104,747
Operating lease liability	(78,668)
Unearned revenues	<u>(69,283)</u>
Net cash provided (used) by operating activities	<u>8,269,619</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of furniture and equipment	<u>(853,264)</u>
-------------------------------------	------------------

CASH FLOWS FROM FINANCING ACTIVITIES

Principal payments on finance lease liability	<u>(470,000)</u>
---	------------------

Net increase (decrease) in cash 6,946,355

Cash and cash equivalents:

Beginning of year	<u>20,886,820</u>
End of year	<u>\$ 27,833,175</u>

SUPPLEMENTAL DISCLOSURE:

Interest paid	<u>\$ 3,268,637</u>
---------------	---------------------

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Statement of Functional Expenses
For the Fiscal Year Ended June 30, 2025*

	<u>Program Services</u>	<u>Supporting Services</u>		<u>Total Expenditures</u>
	<u>Education</u>	<u>Management And General</u>	<u>Fundraising</u>	
Certificated salaries	\$ 14,267,378	\$ 1,896,503	\$ -	\$ 16,163,881
Classified salaries	3,125,198	3,325,099	-	6,450,297
Benefits	5,864,675	2,243,204	-	8,107,879
Total Salaries and Benefits	<u>23,257,251</u>	<u>7,464,806</u>		<u>30,722,057</u>
Books & supplies	2,517,174	277,414	-	2,794,588
Services, other operating expenses	2,346,543	5,386,658	271	7,733,472
Interest expense	-	3,268,637	-	3,268,637
Depreciation	-	629,188	-	629,188
Amortization	-	1,479,849	-	1,479,849
Totals	<u>\$ 28,120,968</u>	<u>\$ 18,506,552</u>	<u>\$ 271</u>	<u>\$ 46,627,791</u>

The notes to financial statements are an integral part of this statement.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

The High Desert “Partnership in Academic Excellence” Foundation, Inc. (the “Foundation”), a nonprofit organization, was organized in the State of California. The Foundation was formed as an Internal Revenue Code (IRC) Section 501(c)(3) non-profit public benefit corporation. The Foundation operates two charter schools pursuant to the California Education Code 47600. The Academy for Academic Excellence (AAE) operates under a charter with Apple Valley Unified School District in Apple Valley, California. The other school, Norton Science and Language Academy, operates under a charter with San Bernardino County Superintendent of Schools in San Bernardino, California. The Foundation provides classroom-based instruction and receives most of its revenue from federal and state grants.

B. Promises to Give

Contributions are recognized when the donor makes a promise to give to the Foundation that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, donor-restricted net assets are reclassified to net assets without donor restrictions.

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years’ experience and management’s analysis of specific promises made. As of June 30, 2025, the Foundation determined that there were no uncollectible accounts.

C. Basis of Presentation and Accounting

The financial statements of the Foundation have been prepared on the accrual basis in accordance with accounting principles generally accepted in the United States of America. The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective January 1, 2018, and addresses general-purpose external financial statements appropriate for not-for-profit organizations.

Under the provisions of the ASC 958-205, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Foundation and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Foundation. The Foundation’s board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met either by the actions of the not-for-profit organization to satisfy a particular purpose restriction, or by the passage of time. Some donor restrictions are perpetual (or permanent) in nature, whereby the donor has stipulated the funds be maintained in perpetuity, whereby the corpus of the donation must remain unspent.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the Foundation are derived principally from state and federal sources. The Foundation receives state funding based on each of the enrolled students' average daily attendance (ADA) in its school. The Foundation receives federal grants, which are paid through the California Department of Education or other state agencies. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

E. Donated Materials and Supplies

Donated materials and supplies are recorded as contributions at their estimated fair market value at the date of donation if a value can be reasonably determined. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose.

F. Contributed Services

During the year ended June 30, 2025, the value of contributed services meeting the requirements for recognition in the financial statements was not material and has not been recorded. In addition, many individuals volunteer their time and perform a variety of tasks that assist the Foundation, but these services do not meet the criteria for recognition as contributed services.

G. Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenses during the reporting period. Significant estimates include the lives used for depreciation of property and equipment and allocation of costs between the various programs and expense categories. Actual results could differ from those estimates.

H. Income Taxes

The Foundation is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Foundation files information returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state tax purposes is generally three and four years, respectively.

I. Cash and Cash Equivalents

The Foundation considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the Foundation's cash balances were deposited in two financial institutions. As of June 30, 2025, the Foundation did not hold any cash as investments.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Custodial Credit Risk

The Foundation maintains its cash at two financial institutions. Cash balances are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). At various times during the year, the amount on deposit with a single financial institution may exceed federal depository insurance limits and be exposed to custodial credit risk. At June 30, 2025, the Foundation had cash in the amount of \$28,476,539, which was exposed to this risk.

K. Accounts Receivable

Accounts receivable consists mainly of grants and contract payments from other public agencies. No allowance for uncollectable amounts has been estimated as creditworthiness of payors and industry experience provide evidence to support amounts as fully collectible.

L. Prepaid Expenses

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid expenses.

M. Capital Assets

Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Items that, as a whole, create an asset with a combined cost exceeding \$5,000 have also been capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

	Estimated Useful Life in Years
Furniture, Equipment and Leasehold Improvements	3-25
Buildings	10-39

N. Leases

The Foundation has adopted Accounting Standards Update (ASU) No. 2016-02, *Leases (Topic 842)*. The objective of this ASU is to increase transparency and comparability in financial reporting by requiring balance sheet recognition of leases and note disclosure of certain information about lease arrangements. This ASU codifies FASB *Accounting Standards Codification (ASC) 842, Leases*. FASB ASC 842 is applicable to any entity that enters into a lease and applies to all leases and subleases of property, plant, and equipment.

Similar to ASC 840, the prior lease accounting standard, ASC 842 uses a two-model approach for lessees; each lease is classified as either a finance lease or an operating lease. This applies to all leased asset categories covered under the standard, including leases of equipment and real estate. “Finance lease” is a new term and replaces the term, “capital lease,” used under Topic 840. Additionally, ASC 842 changes the criteria defining a finance/capital lease. Lessees reporting under Topic 842 are required to recognize both the assets and the liabilities arising from their leases. The lease liability is measured as the present value of lease payments, while the lease asset is equal to the lease liability adjusted for certain items like prepaid rent, initial direct costs, and lease incentives.

Lessor accounting remains largely unchanged from ASC 840 to 842. Lessors can classify leases as operating, sales-type, or direct financing leases, but the leveraged lease type under ASC 840 is eliminated under ASC 842. Lessor accounting is covered in full detail in ASC 842-30. No significant changes were made to the requirements for balance sheet recognition.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Unearned Revenues

Unearned revenues represent payments received in advance for services that have not yet been performed or from cost-reimbursement grants for which expenses have not yet been incurred.

P. Fair Value Measurements

In accordance with fair value measurements, the Foundation categorizes its assets and liabilities measured at fair value into a three-level hierarchy based on the priority of the inputs to the valuation technique used to determine fair value. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used in the determination of the fair value measurement fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement.

Financial assets and liabilities recorded on the balance sheet are categorized based on the inputs to the valuation techniques as follows:

Level 1 – Inputs that reflect unadjusted quoted prices in active markets for identical investments, such as stocks, corporate and government bonds. The Foundation has the ability to access the holding and quoted prices as of the measurement date.

Level 2 – Inputs, other than quoted prices, that are observable for the asset or liability either directly or indirectly, including inputs from markets that are not considered to be active.

Level 3 – Inputs that are unobservable. Unobservable inputs reflect the Foundation's own assumptions about the factors market participants would use in pricing an investment and is based on the best information available in the circumstances.

Q. Functional Allocation of Expenses

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function, as shown in the Statement of Functional Expenses. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

Expense	Method of Allocation
Grants	Time and effort
Salaries and benefits	Time and effort
Occupancy / rent	Facilities square footage
Insurance	Policy type and nature of coverage
Utilities	Facilities square footage
Supplies	Time and effort
Depreciation	Facilities square footage
Amortization	Time and effort

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 2 – LIQUIDITY AND AVAILABILITY

The Foundation’s financial assets available within one year of the Statement of Financial Position date for general expenditure are as follows:

Cash and cash equivalents	\$	27,833,173
Accounts receivable		2,776,442
Prepaid expenses		260,786
Less: With donor restrictions		<u>(4,827,086)</u>
Total Liquidity	\$	<u>26,043,315</u>

The Foundation’s policy for liquidity management requires that it structures its financial assets to be available as its general expenditures, liabilities and other obligations come due.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2025, consisted of the following:

Federal Government:		
Special education	\$	454,671
School lunch and breakfast program		164,675
Other federal		52,742
State Government:		
LCFF		391,440
SB740 charter facility grant		340,619
Expanded learning opportunity program		313,054
Lottery		373,254
School lunch and breakfast program		131,694
Special education		366,613
Prop 28 arts & music		36,070
Other state		20,666
Local:		
Other local		<u>130,944</u>
Total	\$	<u>2,776,442</u>

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Notes to Financial Statements
June 30, 2025*

NOTE 4 – CAPITAL ASSETS AND DEPRECIATION

A schedule of changes in capital assets for the year ended June 30, 2025, is shown below:

	Balance, July 1, 2024	Additions	Retirements	Balance, June 30, 2025
Capital assets not being depreciated:				
Land	\$ 798,729	\$ -	\$ -	\$ 798,729
Construction in progress	647,770	87,707	647,770	87,707
Total capital assets not being depreciated	<u>1,446,499</u>	<u>87,707</u>	<u>647,770</u>	<u>886,436</u>
Capital assets being depreciated:				
Buildings & improvements	14,179,378	799,038	-	14,978,416
Furniture & equipment	2,440,973	363,316	-	2,804,289
Leasehold improvements	2,987,231	250,973	-	3,238,204
Total capital assets being depreciated	<u>19,607,582</u>	<u>1,413,327</u>	<u>-</u>	<u>21,020,909</u>
Accumulated depreciation for:				
Buildings & improvements	(6,187,444)	(383,413)	-	(6,570,857)
Furniture & equipment	(1,477,136)	(120,979)	-	(1,598,115)
Leasehold improvements	(745,883)	(124,796)	-	(870,679)
Total accumulated depreciation	<u>(8,410,463)</u>	<u>(629,188)</u>	<u>-</u>	<u>(9,039,651)</u>
Total capital assets being depreciated, net	<u>11,197,119</u>	<u>784,139</u>	<u>-</u>	<u>11,981,258</u>
Total Capital Assets, Net	<u>\$ 12,643,618</u>	<u>\$ 871,846</u>	<u>\$ 647,770</u>	<u>\$ 12,867,694</u>

Depreciation expense for the year was \$629,188.

NOTE 5 – LEASES

Operating Lease

The Foundation entered into an operating lease agreement with Image Source on September 30, 2022, to lease copier equipment through December 31, 2027. The term of the lease is 63 months with a monthly payment of \$6,853 for 60 months and \$0 for 3 months. The lease contains options to extend or terminate the lease.

Under accounting principles generally accepted in the United States of America (GAAP), operating lease expense is recognized on a straight-line basis over the remaining lease term. The Foundation had no variable or short-term lease expense during the fiscal year ended June 30, 2025.

The weighted-average remaining lease term was 2.5 years after June 30, 2025, and the weighted-average discount rate was 1.5%.

Maturity of the operating lease liability as of June 30, 2025, is as follows:

Fiscal Year	Amount
2025-2026	\$ 79,857
2026-2027	81,064
2027-2028	<u>40,989</u>
Totals	<u>\$ 201,910</u>

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 5 – LEASES (continued)

Finance Leases

The Foundation is obligated under two non-cancellable finance leases, as described below.

A. 17500 Mana Road LLC

The Lewis Center for Educational Research created a separate limited liability company (LLC), 17500 Mana Road LLC, to include all current refinanced debt as well as new issuances totaling approximately \$3.5 million. Through the California Enterprise Development Authority, the LLC issued Charter School Revenue Bonds of \$9,365,000 with a final maturity date of July 1, 2055. The newly acquired debt, combined with lowered debt service payments on the existing debt, provided the financing to build a multi-purpose space for lunch service and a stage for performances and awards.

The debt related to the bonds, as well as the facilities to be constructed from the proceeds, are in the name of the LLC, therefore, all assets acquired or constructed from the proceeds and related debt are recorded on the financial statements of the LLC. The LLC leases the facilities to the Foundation, with lease payments being made semi-annually to coincide with the debt service requirements on the bonds.

Amortization of the finance right-of-use asset totaled \$264,424 and is included in amortization expense on the Statement of Functional Expenses for the fiscal year ended June 30, 2025. The accumulated amortization of the finance right-of-use asset was \$1,432,294 as of June 30, 2025. Interest expense on the finance lease liability was \$442,000 for the fiscal year ended June 30, 2025. The weighted-average remaining lease term was 30 years, and the weighted-average discount rate was 4.95%.

Maturity of the finance lease liability as of June 30, 2025, is as follows:

Fiscal Year	Amount
2025-2026	\$ 135,000
2026-2027	140,000
2027-2028	145,000
2028-2029	155,000
2029-2030	160,000
2030-2035	930,000
2035-2040	1,185,000
2040-2045	1,520,000
2045-2050	1,930,000
2050-2055	2,465,000
Totals	<u>\$ 8,765,000</u>

B. 230 South Waterman Avenue LLC

The development of a new campus for the Norton Science and Language Academy created the necessity to have new bonds issued for the campus. This project allows Norton to grow the educational program to a TK-12 campus consisting of approximately 85,000 square feet of teaching/office space. A TK-12 program is currently described in the Norton Charter with its authorizer.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 5 – LEASES (continued)

Finance Leases (continued)

B. 230 South Waterman Avenue LLC (continued)

In order to achieve this objective, the Lewis Center for Educational Research created a separate limited liability company (LLC), 230 South Waterman Avenue LLC. Through the California Enterprise Development Authority, the LLC issued Charter School Revenue Bonds of \$40,895,000 with a final maturity date of June 25, 2058. The newly acquired debt will provide the financing for the costs of the acquisition, renovation, improvement, furnishing and equipping of land and educational facilities to be leased to the Foundation for use as the school campus located at 230 S. Waterman Avenue, San Bernardino, California.

On December 1, 2021, the LLC, through an agreement with the California Enterprise Development Authority, issued \$5,500,000 Tax-Exempt Series 2021 Bonds to finance the costs of (a) acquiring, constructing, improving, renovating and equipping of additional facilities located at the site of the Norton School campus, consisting of a gymnasium and other capital improvements. These bonds were issued as term bonds with a stated interest rate of 4.0% and maturity dates of July 1, 2059, through July 1, 2061.

The debt related to the bonds, as well as the facilities to be constructed from the proceeds, are in the name of the LLC, therefore, all assets acquired or constructed from the proceeds and related debt are recorded on the financial statements of the LLC. The LLC leases the facilities to the Foundation, with lease payments being made monthly to coincide with the debt service requirements on the bonds.

Amortization of the finance right-of-use asset totaled \$1,215,425 and is included in amortization expense on the Statement of Functional Expenses for the fiscal year ended June 30, 2025. The accumulated amortization of the finance right-of-use asset was \$5,868,263 as of June 30, 2025. Interest expense on the finance lease liability was \$2,736,875 for the fiscal year ended June 30, 2025. The weighted-average remaining lease term was 33 years, and the weighted-average discount rate was 5.98%.

Maturity of the finance lease liability as of June 30, 2025, is as follows:

Fiscal Year	Amount
2025-2026	\$ 365,000
2026-2027	385,000
2027-2028	410,000
2028-2029	435,000
2029-2030	460,000
2030-2035	2,780,000
2035-2040	3,760,000
2040-2045	5,095,000
2045-2050	6,905,000
2050-2055	9,345,000
2055-2060	13,585,000
2060-2062	1,905,000
Totals	\$ 45,430,000

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 6 – NET ASSET CLASSIFICATIONS

Net assets with donor restrictions consisted of the following at June 30, 2025:

	Balance June 30, 2025
Net assets subject to expenditure for specified purpose:	
Expanded learning opportunity program	\$ 2,187,573
Child nutrition	1,243,615
Arts, music, and instructional materials discretionary block grant	493,196
Educator effectiveness	275,887
Learning recovery emergency block grant	162,843
Prop 28 arts & music	152,048
Other state programs	19,548
Other local programs	175,093
Restricted for capital campaigns	30,951
Restricted for scholarships	17,353
Restricted for Davis Aeronautics	2,252
Total	<u>4,760,359</u>
 Subject to spending policy and appropriation:	
HIDAS Endowment	55,727
Davis Aeronautics	11,000
Total	<u>66,727</u>
Total Net Assets with Donor Restrictions	<u>\$ 4,827,086</u>

Net assets with internal board designations consisted of the following at June 30, 2025:

Designated by the board for:	
Capital campaigns	\$ 50,272
Scholarships	<u>15,421</u>
Total Net Assets with Internal Designations	<u>\$ 65,693</u>

NOTE 7 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The Foundation is a participant in the plans and its contributions do not exceed 5% of total plan-level contributions.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Notes to Financial Statements
June 30, 2025*

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

The details of each plan are as follows:

A. California State Teachers’ Retirement System (CalSTRS)

Plan Description

The Foundation contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers’ Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers’ Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <https://www.calstrs.com/general-information/gasb-6768>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members’ final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is a multiple-employer, cost-sharing defined benefit plan composed of four programs: Defined Benefit (DB) Program, Defined Benefit Supplement (DBS) Program, Cash Balance Benefit (CBB) Program and Replacement Benefits (RB) Program. A Supplemental Benefit Maintenance Account (SBMA) exists within the STRP and provides purchasing power protection for DB Program benefits. The STRP holds assets for the exclusive purpose of providing benefits to members of these programs and their beneficiaries. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor and obligor of the trust. In addition, the state is both an employer and non-employer contributing entity to the STRP.

The STRP provisions and benefits in effect at June 30, 2025, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date		
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	60	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0%-2.4%	2.0%-2.4%
Required Member Contribution Rate	10.250%	10.205%
Required Employer Contribution Rate	19.100%	19.100%
Required State Contribution Rate	10.828%	10.828%

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Notes to Financial Statements
June 30, 2025*

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

A. California State Teachers’ Retirement System (CalSTRS) (continued)

Contributions

The parameters for member, employer and state contribution rates are set by the California Legislature and the Governor and detailed in the Teachers’ Retirement Law. Current contribution rates were established by California Assembly Bill 1469 (CalSTRS Funding Plan), which was passed into law in June 2014 and established a schedule of contribution rate increases shared among members, employers and the state to bring CalSTRS toward full funding by 2046.

The Foundation’s contributions to CalSTRS and the required employer contribution rate for the last three fiscal years were as follows:

	Contributions	Required Contribution Rate
2024-25	\$ 2,568,273	19.10%
2023-24	\$ 2,565,975	19.10%
2022-23	\$ 2,214,052	19.10%

On-Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Foundation. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the financial statements. The total amount recognized by the Foundation for its proportionate share of the State’s on-behalf contributions is \$(617,001).

B. California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the Foundations Pool under the California Public Employees’ Retirement System (CalPERS), a cost-sharing multiple-employer defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees’ Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023, annual actuarial valuation report, Schools Pool Accounting Report. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/employers/actuarial-resources/gasb>.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Notes to Financial Statements
June 30, 2025*

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the members’ final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost-of-living adjustments for each plan are applied as specified by the Public Employees’ Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2025, are summarized as follows:

	Schools Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	2% at 55	2% at 62
Benefit Formula	5 years of service	5 years of service
Benefit Vesting Schedule	Monthly for life	Monthly for life
Benefit Payments	55	62
Retirement Age	7.00%	8.00%
Required Employee Contribution Rate	27.05%	27.05%
Required Employer Contribution Rate		

Contributions

The benefits for the defined benefit pension plans are funded by contributions from members, employers, non-employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer’s benefit formulas. In some circumstances, contributions are made by the employer to satisfy member contribution requirements. Member and employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Non-employer contributions are not expected each year, but when provided they are accrued for. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2025, are presented above.

The Foundation’s contributions to CalPERS for the last three fiscal years were as follows:

	Contributions	Required Contribution Rate
2024-25	\$ 1,357,669	27.05%
2023-24	\$ 1,282,590	26.68%
2022-23	\$ 971,769	25.37%

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Notes to Financial Statements

June 30, 2025

NOTE 7 – EMPLOYEE RETIREMENT PLANS (continued)

C. Alternative Retirement Program (APL)

Plan Description

The Alternative Retirement Program is a non-qualified Internal Revenue Code Section 457 plan. The plan covers part-time, seasonal and temporary employees and employees not covered by another retirement system, pursuant to the requirements of Internal Revenue Code Section 3121(b)(7)(f). The benefit provisions and contribution requirements of the plan members and the Foundation are established and may be amended by the Board of Trustees.

Funding Policy

The APL retirement is funded solely by employee contributions. The plan is administered by MidAmerica Administrative Solutions, Inc. The allowable percentage of employee contributions is limited to 7.5% of their salary.

NOTE 8 – COMMITMENTS AND CONTINGENCIES

A. Litigation

The Foundation is involved in certain legal matters that arose out of the normal course of business. The Foundation has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2025.

B. State and Federal Allowances, Awards, and Grants

The Foundation has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

NOTE 9 – SUBSEQUENT EVENTS

Events subsequent to June 30, 2025, have been evaluated through December 12, 2025, the date at which the Foundation's audited financial statements were available to be issued.

Supplementary Information

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Statement of Financial Position – Combining Charter Schools
June 30, 2025*

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
ASSETS				
Current assets:				
Cash and cash equivalents	\$ 12,756,635	\$ 13,389,621	\$ 1,686,917	\$ 27,833,173
Accounts receivable	1,380,825	1,290,088	105,529	2,776,442
Prepaid expenses	98,218	92,555	70,013	260,786
Total current assets	<u>14,235,678</u>	<u>14,772,264</u>	<u>1,862,459</u>	<u>30,870,401</u>
Noncurrent assets:				
Right of use asset, operating lease	88,842	88,842	24,226	201,910
Right of use asset, finance leases, net of accumulated amortization	7,932,704	40,526,736	-	48,459,440
Property and equipment:				
Non-depreciable assets	-	87,707	798,729	886,436
Depreciable assets	3,851,395	1,095,448	16,074,066	21,020,909
Less accumulated depreciation	<u>(395,830)</u>	<u>(227,559)</u>	<u>(8,416,262)</u>	<u>(9,039,651)</u>
Property and equipment, net	<u>3,455,565</u>	<u>955,596</u>	<u>8,456,533</u>	<u>12,867,694</u>
Total noncurrent assets	<u>11,477,111</u>	<u>41,571,174</u>	<u>8,480,759</u>	<u>61,529,044</u>
Total Assets	<u>\$ 25,712,789</u>	<u>\$ 56,343,438</u>	<u>\$ 10,343,218</u>	<u>\$ 92,399,445</u>
LIABILITIES AND NET ASSETS				
Liabilities				
Current liabilities:				
Accounts payable	\$ 2,183,773	\$ 1,430,196	\$ 240,870	\$ 3,854,839
Unearned revenues	-	168,546	-	168,546
Operating lease liability, current portion	35,137	35,137	9,583	79,857
Finance lease liability, current portion	135,000	365,000	-	500,000
Total current liabilities	<u>2,353,910</u>	<u>1,998,879</u>	<u>250,453</u>	<u>4,603,242</u>
Non-current liabilities:				
Operating lease liability, net of current portio	53,705	53,705	14,643	122,053
Finance lease liability, net of current portion	8,630,000	45,065,000	-	53,695,000
Total liabilities	<u>11,037,615</u>	<u>47,117,584</u>	<u>265,096</u>	<u>58,420,295</u>
Net Assets				
Without donor restrictions	12,917,795	6,348,523	9,885,746	29,152,064
With donor restrictions	1,757,379	2,877,331	192,376	4,827,086
Total net assets	<u>14,675,174</u>	<u>9,225,854</u>	<u>10,078,122</u>	<u>33,979,150</u>
Total Liabilities and Net Assets	<u>\$ 25,712,789</u>	<u>\$ 56,343,438</u>	<u>\$ 10,343,218</u>	<u>\$ 92,399,445</u>

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE"
FOUNDATION, INC.**

*Statement of Activities – Combining Charter Schools
June 30, 2025*

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Eliminations	Total
REVENUES, GAINS, AND OTHER SUPPORT					
LCFF revenues	\$ 17,254,217	\$ 17,056,177	\$ -	\$ -	\$ 34,310,394
Federal revenues	1,436,134	2,195,399	(57,012)	-	3,574,521
State special education	1,177,187	739,258	-	-	1,916,445
STRS on behalf contribution	(347,052)	(269,949)	-	-	(617,001)
Other state revenues	1,396,300	3,639,037	-	-	5,035,337
Other local revenues	433,493	271,485	4,540,130	(4,337,501)	907,607
Transfers in/(out)	(621,729)	(639,992)	1,261,721	-	-
Total Revenues, Gains, and Other Support	20,728,550	22,991,415	5,744,839	(4,337,501)	45,127,303
EXPENSES					
Certificated salaries	7,764,541	7,447,933	951,407	-	16,163,881
Classified salaries	2,260,358	2,091,214	2,098,725	-	6,450,297
Benefits	3,472,892	3,198,934	1,436,053	-	8,107,879
Books and supplies	1,300,726	1,440,151	53,711	-	2,794,588
Services, other operating expenses	5,044,732	6,162,846	863,395	(4,337,501)	7,733,472
Interest expense	450,569	2,738,444	79,624	-	3,268,637
Depreciation	140,032	76,812	412,344	-	629,188
Amortization	264,424	1,215,425	-	-	1,479,849
Total Expenses	20,698,274	24,371,759	5,895,259	(4,337,501)	46,627,791
Change in net assets	30,276	(1,380,344)	(150,420)	-	(1,500,488)
Net Assets					
Beginning of year	14,644,898	10,606,198	10,228,542	-	35,479,638
End of year	\$ 14,675,174	\$ 9,225,854	\$ 10,078,122	\$ -	\$ 33,979,150

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Statement of Cash Flows – Combining Charter Schools
For the Fiscal Year Ended June 30, 2025*

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center For Educational Research	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Increase (decrease) in net assets	\$ 30,276	\$ (1,380,344)	\$ (150,420)	\$ (1,500,488)
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:				
Depreciation	140,032	76,812	412,344	629,188
Operating lease expense	34,614	34,614	9,440	78,668
Amortization of finance leases	264,424	1,215,425	-	1,479,849
(Increase) decrease in operating assets:				
Accounts receivable	1,801,126	3,420,089	(42,443)	5,178,772
Prepaid expenses	164,683	175,124	107,027	446,834
Increase (decrease) in operating liabilities:				
Accounts payable	1,384,849	625,284	94,614	2,104,747
Unearned revenues	(155,908)	86,625	-	(69,283)
Operating lease liability	(34,614)	(34,614)	(9,440)	(78,668)
Net cash provided (used) by operating activities	<u>3,629,482</u>	<u>4,219,015</u>	<u>421,122</u>	<u>8,269,619</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchase of furniture and equipment	<u>(576,443)</u>	<u>(192,721)</u>	<u>(84,100)</u>	<u>(853,264)</u>
CASH FLOWS FROM FINANCING ACTIVITIES				
Principal payments on finance lease liability	<u>(130,000)</u>	<u>(340,000)</u>	<u>-</u>	<u>(470,000)</u>
Increase (decrease) in cash	2,923,039	3,686,294	337,022	6,946,355
Cash and cash equivalents:				
Beginning of year	<u>9,833,596</u>	<u>9,703,327</u>	<u>1,349,897</u>	<u>20,886,820</u>
End of year	<u>\$ 12,756,635</u>	<u>\$ 13,389,621</u>	<u>\$ 1,686,919</u>	<u>\$ 27,833,175</u>
SUPPLEMENTAL DISCLOSURE:				
Interest paid	<u>\$ 450,569</u>	<u>\$ 2,738,444</u>	<u>\$ 79,624</u>	<u>\$ 3,268,637</u>

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE"
FOUNDATION, INC.**

*Schedule of Average Daily Attendance
For the Fiscal Year Ended June 30, 2025*

ACADEMY FOR ACADEMIC EXCELLENCE		
	Second Period Report	Annual Report
Regular ADA:		
TK/K-3	427.48	427.72
Grades 4-6	331.94	332.35
Grades 7-8	235.66	236.03
Grades 9-12	416.11	416.46
Total Regular ADA	1,411.19	1,412.56

NORTON SCIENCE AND LANGUAGE ACADEMY		
	Second Period Report	Annual Report
Regular ADA:		
TK/K-3	409.22	411.80
Grades 4-6	299.99	301.10
Grades 7-8	230.12	229.45
Grades 9-12	218.55	218.64
Total Regular ADA	1,157.88	1,160.99

All average daily attendance is generated through classroom-based instruction.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Schedule of Instructional Time
For the Fiscal Year Ended June 30, 2025*

ACADEMY FOR ACADEMIC EXCELLENCE

Grade Level	Minutes Requirement	2024-25 Actual Minutes	Number of Days		Status
			Traditional Calendar		
Transitional Kindergarten	36,000	48,005	180		Complied
Kindergarten	36,000	61,355	180		Complied
Grade 1	50,400	55,415	180		Complied
Grade 2	50,400	55,415	180		Complied
Grade 3	50,400	55,450	180		Complied
Grade 4	54,000	55,450	180		Complied
Grade 5	54,000	55,450	180		Complied
Grade 6	54,000	66,324	180		Complied
Grade 7	54,000	66,324	180		Complied
Grade 8	54,000	66,324	180		Complied
Grade 9	64,800	66,324	180		Complied
Grade 10	64,800	66,324	180		Complied
Grade 11	64,800	66,324	180		Complied
Grade 12	64,800	66,324	180		Complied

NORTON SCIENCE AND LANGUAGE ACADEMY

Grade Level	Instructional Minutes Offered				Instructional Days Offered			Status
	Minutes Requirement	2024-25 Actual Minutes	J13-A		Number of Days			
			Credited *	Total	Traditional Calendar	J13-A Credited*	Total	
Transitional Kindergarten	36,000	49,665	855	50,520	177	3	180	Complied
Kindergarten	36,000	59,985	1,015	61,000	177	3	180	Complied
Grade 1	50,400	54,870	925	55,795	177	3	180	Complied
Grade 2	50,400	54,870	925	55,795	177	3	180	Complied
Grade 3	50,400	54,870	925	55,795	177	3	180	Complied
Grade 4	54,000	54,870	925	55,795	177	3	180	Complied
Grade 5	54,000	54,870	925	55,795	177	3	180	Complied
Grade 6	54,000	65,382	1,086	66,468	177	3	180	Complied
Grade 7	54,000	65,382	1,086	66,468	177	3	180	Complied
Grade 8	54,000	65,382	1,086	66,468	177	3	180	Complied
Grade 9	64,800	65,382	1,086	66,468	177	3	180	Complied
Grade 10	64,800	65,382	1,086	66,468	177	3	180	Complied
Grade 11	64,800	65,382	1,086	66,468	177	3	180	Complied
Grade 12	64,800	65,382	1,086	66,468	177	3	180	Complied

*The California Department of Education (CDE) has approved a request for three emergency days on September 11, 2024 to September 13, 2024 at Norton Science and Language Academy, ranging between 855- 1,086 minutes. These closure days may be used for determining the length of the school year for purposes of California Code of Regulations Title 5, Section 11960.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2025*

	Academy for Academic Excellence	Norton Science and Language Academy	Lewis Center for Educational Research *	Total
June 30, 2025, annual financial and budget report net assets	\$ 14,741,143	\$ 9,251,707	\$ 10,139,484	\$ 34,132,334
Adjustments and reclassifications				
Increase (decrease) in total net assets:				
Revenue understated	198,271	340,619	100,133	639,023
Expense understated	(264,240)	(366,472)	(161,495)	(792,207)
June 30, 2025, audited financial statement net assets	<u>\$ 14,675,174</u>	<u>\$ 9,225,854</u>	<u>\$ 10,078,122</u>	<u>\$ 33,979,150</u>

* Not reported in Unaudited Actuals alternative form

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2025

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entry Identifying Number	AAE Expenditures	NSLA Expenditures	Subtotal Expenditures	Total Federal Expenditures
Federal Programs:						
U.S. Department of Agriculture						
Passed through California Dept of Education (CDE)						
Child Nutrition Cluster:						
School Breakfast Program- Basic	10-553	13525	\$ 69,643	\$ -	\$ 69,643	
Especially Needy Breakfast	10-553	13526	-	143,209	143,209	
National School Lunch Program	10-555	13755	257,512	481,999	739,511	
Total Child Nutrition Cluster						\$ 952,363
Total U.S. Department of Agriculture			327,155	625,208		\$ 952,363
U.S. Department of Defense						
Passed through Defense Logistics Agency						
ROTC Language and Culture Training Grants	12-357	N/A	131,647	-		131,647
Total U.S. Department of Defense			131,647			131,647
U.S. Department of Education						
Passed through California Dept. of Education (CDE):						
Every Student Succeeds Act (ESSA)						
Title I, Part A, Basic Grants Low-Income and Neglected	84-010	14329	211,873	277,435	489,308	
School Improvement Funding for LEAs	84-010	15438	-	54,772	54,772	
Total Title I						544,080
Title II, Part A, Supporting Effective Instruction Local	84-367	14341	27,347	27,499	54,846	
Title III, English Learner Student Program	84-365	14346	-	19,668	19,668	
Title IV, Part B, 21st Century Community Learning Centers Program	84-287	14349	15,578	14,912	30,490	
COVID-19 Education Stabilization Fund						
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84-425U	15559	151,194	650,707	801,901	
Elementary and Secondary School Emergency Relief III (ESSER III)						
Fund Learning Loss	84-425U	10155	131,720	66,423	198,143	
Expanded Learning Opportunities (ELO) Grant						
ESSER III State Reserve, Emergency Needs	84-425U	15620	47,521	17,833	65,354	
Expanded Learning Opportunities (ELO) Grant						
ESSER III State Reserve, Learning Loss	84-425U	15621	143,736	74,154	217,890	
Total Education Stabilization Fund						1,283,288
Individuals with Disabilities Education Act (IDEA)						
Passed through the Desert Mountain SELPA						
Basic Local Assistance Entitlement, Part B, Section 611 Cluster	84-027	13379	193,235	261,436	454,671	
Total U.S. Department of Education			922,204	1,464,839	2,387,043	
Total Expenditures of Federal Awards			\$ 1,381,006	\$ 2,090,047		\$ 3,471,053
Subrecipients						
Of the Federal expenditures presented in the schedule, the Organization provided no Federal awards to subrecipients						

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Note to the Supplementary Information
For the Fiscal Year Ended June 30, 2025*

NOTE 1 – PURPOSE OF SCHEDULES

Combined Statements of Financial Position, Activities, and Cash Flows

These statements present separate financial activity of both charter schools and the foundation as of and for the fiscal year ended June 30, 2025.

Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the number of instructional days offered by the Charters and whether the Charters complied with Article 8 (commencing with Section 46200) of Chapter 2 Part 26 of the *Education Code*.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance reported on the Unaudited Actual financial report to the audited financial statements.

Schedule of Expenditures of Federal Awards

The schedule of expenditures of Federal awards includes the Federal grant activity of the Organization and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements. The Organization did not elect to use the ten percent de minimis indirect cost rate.

The following schedule provides a reconciliation between revenues reported on the Statement of Activities and the related expenditures reported on the Schedule of Expenditures of Federal Awards.

	<u>Assistance Listing Number</u>	<u>Amount</u>
Total Federal Revenues from the Statement of Activities		\$ 3,574,521
Differences between Federal Revenues and Expenditures:		
Child Nutrition Cluster	10.553, 10.555	(160,480)
NASA Juno Project	43.001	<u>57,012</u>
Total Schedule of Expenditures of Federal Awards		<u>\$ 3,471,053</u>

Other Independent Auditors' Reports

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Organizational Structure

June 30, 2025

The High Desert “Partnership in Academic Excellence” Foundation, Inc. (the “Foundation”) is a California nonprofit public benefit corporation under Internal Revenue Code Section 501(c)(3), whose purpose is to promote and support the educational needs of the students, teachers, and community members. The promotion and support is accomplished through several areas, including providing tours of the center for students and sponsoring various educational programs. Beginning in July 1997, the Foundation also became the umbrella organization for the Academy for Academic Excellence (Charter No. 0127), a charter school sponsored by Apple Valley Unified School District.

On September 21, 2006, the San Bernardino County Superintendent of Schools approved a second charter school to be operated by the Foundation, known as the Norton Science and Language Academy (Charter No. 0903). This school began instruction August 25, 2008. The Norton school began with classes in kindergarten through second grade. As of June 30, 2025, the School included grades TK-12.

BOARD OF DIRECTORS

Member	Office	Term Expires
Yolanda Carlos	Chairperson	December, 2026
Marisol Sanchez	Vice Chairperson	December, 2026
Jessica Rodriguez	Treasurer	December, 2026
Dr. Steven Levin	Secretary	December, 2027
Lucy Tello	Director	December, 2028
Michael Razo	Director	December, 2028
Patrick Schlosser	Director, AVUSD Appointee	Not Applicable

ADMINISTRATORS

Lisa Lamb,
President/CEO

David Gruber,
Chief Business Officer

(This page intentionally left blank)

Other Independent Auditors' Reports



NIGRO & NIGRO^{PC}

A Professional Accountancy Corporation

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors
The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Apple Valley, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the High Desert "Partnership in Academic Excellence" Foundation, Inc. (the Foundation) as of and for the year ended June 30, 2025, and the related notes to the financial statements, and have issued our report thereon dated December 12, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Foundation's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

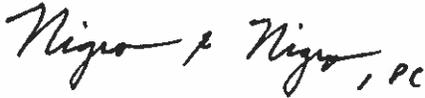
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Foundation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Foundation's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Murrieta, California
December 12, 2025



NIGRO & NIGRO^{PC}

A Professional Accountancy Corporation

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors
The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Apple Valley, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs for the year ended June 30, 2025. The High Desert "Partnership in Academic Excellence" Foundation, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the High Desert "Partnership in Academic Excellence" Foundation, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the High Desert "Partnership in Academic Excellence" Foundation, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements related to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s federal programs.

32

**Elizabeth Nigro, CPA | Jeff Nigro, CPA, CFE | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA
Jessica Miller, CPA | Angelika Vartikyan, CPA | Jared Solmosen, CPA**

**MURRIETA OFFICE 25220 Hancock Avenue, Suite 400, Murrieta, CA 92562 • P: (951) 698-8783 • F: (951) 699-1064
WALNUT CREEK OFFICE 2121 N. California Blvd. Suite 290, Walnut Creek, CA 94596 • P: (844) 557-3111 • F: (844) 557-3444
www.nncpas.com • Licensed by the California Board of Accountancy**

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, Government Auditing Standards, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, Government Auditing Standards, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Nigro & Nigro, PC

Murrieta, California
December 12, 2025



NIGRO & NIGRO^{PC}

A Professional Accountancy Corporation

**INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE
AND ON INTERNAL CONTROL OVER COMPLIANCE**

Board of Directors
The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Apple Valley, California

Report on Compliance

Opinion

We have audited the High Desert "Partnership in Academic Excellence" Foundation, Inc. (Foundation) compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the District's state program requirements identified below for the year ended June 30, 2025.

In our opinion, High Desert "Partnership in Academic Excellence" Foundation, Inc. complied in all material aspects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Foundation and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Foundation's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the High Desert "Partnership in Academic Excellence" Foundation, Inc.'s state programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Foundation's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Foundation's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards* and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Foundation's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;
- Obtain an understanding of the Foundation's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Foundation's compliance with the state laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study – Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Areas marked as not applicable were not operated by the Foundation.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify in the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



Murrieta, California
December 12, 2025

Schedule of Findings and Questioned Costs

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE"
FOUNDATION, INC.**

*Summary of Auditors' Results
For the Fiscal Year Ended June 30, 2025*

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major programs:					
Material weakness(es) identified?	<u>No</u>				
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None Reported</u>				
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>				
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance, Section 200.516 (a)?	<u>No</u>				
Identification of major programs:					
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Assistance Listing Numbers</th> <th style="text-align: left; border-bottom: 1px solid black;">Name of Program/Cluster</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">10.553, 10.555</td> <td style="border-bottom: 1px solid black;"><i>Child Nutrition Cluster</i></td> </tr> </tbody> </table>	Assistance Listing Numbers	Name of Program/Cluster	10.553, 10.555	<i>Child Nutrition Cluster</i>	
Assistance Listing Numbers	Name of Program/Cluster				
10.553, 10.555	<i>Child Nutrition Cluster</i>				

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
--	-------------------

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

Financial Statement Findings

For the Fiscal Year Ended June 30, 2025

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>AB 3627 Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no financial statement findings in 2024-25.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*Federal Award Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2025*

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

There were no federal award findings or questioned costs in 2024-25.

**THE HIGH DESERT “PARTNERSHIP IN ACADEMIC EXCELLENCE”
FOUNDATION, INC.**

*State Award Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2025*

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

There were no state award findings or questioned costs in 2024-25.

THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INC.
Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2025

Original Finding No.	Finding	Code	Recommendation	Current Status
2024-001: <i>Expanded Learning Opportunity Program</i>	<p>Pursuant to Education Code 46120(g)(6), "For a local education agency receiving an expanded learning opportunity program apportionment, transportation shall be provided for any pupil who attends a school that is not operating an expanded learning opportunity program to attend a location that is providing an expanded learning opportunity program and to return to their original location or another location that is established by the local education agency."</p> <p>During our testing we found during the intersession program on the week of March 18 – 22, 2024, one pupil was attending the program off site from the school. Documentation could not be provided to determine whether transportation was offered to the pupil during that time.</p>	40000	We recommend the school keep adequate documentation of transportation offered if the program is held off site from the school.	Implemented.

Comprehensive School Safety Plan

**2026-2027
School Year**

School: The Academy for Academic Excellence
CDS Code: 36750773630837
District: Academy for Academic Excellence
Address: 17500 Mana Rd.
 Apple Valley, CA 92307
Date of Adoption: January 1, 2026
Date of Update: December 2, 2025
Date of Review:
 - with Staff December 9, 2025
 - with Law Enforcement
 - with Fire Authority

Approved by:

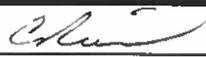
Name	Title	Signature	Date
Chet Richards	School Principal		12-3-25
Varteni Krikorian	School Safety Planning Committee Representative		12-3-25
Maya Rivas	School Site Council Representative		12.3-25
Lisa Lamb	CEO/President		12/15/25
Jose Avila	Law Enforcement Representative		12.5.25
Brian Pachman	Fire Department Representative		12-3-25

Table of Contents

Comprehensive School Safety Plan Purpose.....	5
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	9
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	10
(E) Sexual Harassment Policies (EC 212.6 [b]).....	10
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	11
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	11
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	12
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	14
(K) Hate Crime Reporting Procedures and Policies.....	15
(J) Procedures to Prepare for Active Shooters.....	15
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	18
Opioid Prevention and Life-Saving Response Procedures.....	18
Response Procedures for Dangerous, Violent, or Unlawful Activities.....	21
Instructional Continuity Plan.....	23
Introduction and Purpose of the Instructional Continuity Plan (ICP).....	26
Engagement with Pupils and Families.....	26
Access to Instruction.....	28
Instructional Continuity.....	30
Access (Equity, Accessibility, and Inclusion).....	31
Professional Learning.....	32
Well-Being and Support Services.....	32
Site-Based Collaboration.....	33
Return to Site-Based Learning.....	33
Integration with Comprehensive School Safety Plan (CSSP).....	33

Review and Updates of this Instructional Continuity Plan (ICP)	33
Safety Plan Review, Evaluation and Amendment Procedures	35
Safety Plan Appendices	36
Emergency Contact Numbers	37
Safety Plan Review, Evaluation and Amendment Procedures	38
The Academy for Academic Excellence Incident Command System.....	39
Incident Command Team Responsibilities	40
Emergency Response Guidelines	42
Step One: Identify the Type of Emergency	42
Step Two: Identify the Level of Emergency.....	42
Step Three: Determine the Immediate Response Action	42
Step Four: Communicate the Appropriate Response Action	42
Types of Emergencies & Specific Procedures.....	43
Aircraft Crash	43
Animal Disturbance.....	44
Armed Assault on Campus	44
Biological or Chemical Release.....	47
Bomb Threat/ Threat Of violence	48
Bus Disaster.....	49
Disorderly Conduct	49
Earthquake.....	50
Explosion or Risk Of Explosion	51
Fire in Surrounding Area	52
Fire on School Grounds.....	52
Flooding	53
Loss or Failure Of Utilities	53
Motor Vehicle Crash	54
Pandemic	54
Psychological Trauma.....	57

Suspected Contamination of Food or Water	62
Tactical Responses to Criminal Incidents	62
Unlawful Demonstration or Walkout.....	62
Emergency Evacuation Map.....	64

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 17500 Mana Rd., Apple Valley, California 92307.

Safety Plan Vision

Academy for Academic Excellence has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site based emergency preparedness for all students, faculty and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

Academy for Academic Excellence (AAE) shall have a Board approved Safety Plan to deal with natural and manmade disasters. The AAE Safety Plan acts as the umbrella, which encompasses all AAE personnel, property and actions during an emergency situation. Its purpose shall be to inform AAE personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Department of Education required components for a comprehensive school safety plan. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This AAE Safety Plan shall be reviewed annually and updated as needed.

Components of the Comprehensive School Safety Plan (EC 32281)

The Academy for Academic Excellence Safety Committee

Chet Richards (Principal), Varteni Krikorian (Vice Principal), Brandi Williams (Vice Principal), Lisa Lamb (CEO), Rea Crosswhite (School Nurse), Genevieve Cook (School Counselor), Ryan Chamberlain (Facilities Manager), Maria Fierro (Parent)

Assessment of School Safety

A School Safety assessment was completed on July 25, 2024. This Comprehensive School Safety Plan outlines the commitment of The Academy for Academic Excellence to provide a safe and secure learning environment for all students and staff. By addressing key areas of school safety, including prevention, crisis response, mental health support, and coordination with law enforcement, the school strives to maintain an atmosphere where students can focus on learning and personal growth. The safety plan will continue to evolve based on feedback and changing circumstances to ensure the safety of the school community.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The site complies with existing laws related to school safety included, but not limited to the following sections:

In meetings--School Site Council, Parents & Pastries, Safety Committee, Principal's and Vice-Principal's Student Cabinets, and Staff--the following information is reviewed:

-Student Behavior Incident Reports, Attendance Rates, Suspension/Expulsion data, Parent/Student Climate Surveys, Staff Surveys, CSO team (Campus Safety Officers), CPI and CPR trained staff, Perimeter Checks & Campus Walk-Throughs, Monthly Safety Drills, Manned Entrance Kiosk, Security Cameras, Supervision during all unstructured, time (recess, passing periods, etc.), StopIt Reporting App, Go Beacon Technology Monitoring, CatapultEMS (Emergency Response System), Site Psychological and Counseling Team, Site Registered Nurse, SEL Curriculum.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse or neglect includes the following:

- A physical injury or death inflicted by other than accidental means on a child by another person
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect of a child as defined in Penal Code 11165.2
- Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
- Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

- A mutual affray between minors.
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
- An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Mandated reporters include, but are not limited to: teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures

It is the policy of AAE that child custodians immediately report known or suspected child abuse by telephone to the Director, San Bernardino County CWS Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724, 909-350-4949, 909-422-3266 nights, www.co.san-bernardino.ca.us) Suspected sexual assault should be reported directly to the local law enforcement agency, followed by a report to Child Protective Services.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for ensuring that the call was actually made.

Notify and request, if needed, the assistance of the Lewis Center for Educational Research Administrative staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date, and time contacted, and any instruction or advice received.

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local protective agency a written report.
2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall forward the information to the Lewis Center for Educational Research Administrative Office.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Lewis Center for Educational Research regulations. At the mandated reporter's request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement

official.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Standardized Emergency Management System (SEMS) provides the model for emergency operations. During a disaster the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response.

- Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation, and take action based on known facts.
- The teacher must keep the student roster or attendance sheet with him/her at all times in order to take roll in an emergency. The teacher will remain with students until directed otherwise.
- A well-prepared and tested plan for prompt and positive protective actions minimizes injuries and loss of life in a major disaster. This plan will be reviewed and updated annually.
- This plan outlines actions, which the school staff may be called upon to execute in an emergency.
- All school staff members must be thoroughly familiar with the contents of this plan.
- In the absence of orders from their superior, the school principal is authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

A principal may implement one or more of these emergency actions in coping with a disaster. Maintenance personnel are assigned as liaisons between Incident Command and the school in the event phones are inoperative. The school will notify parents yearly about the school's Safety Plan and will have a copy of the plan in the school office for parent review. During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care. There shall be NO EXCEPTIONS to this policy. The dismissal of children from the school shall be governed by the emergency procedures outlined in this handbook. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

Adaptations for Students with Disabilities

Support for Students with Disabilities:

Emergency procedures will be adapted to meet the needs of students with disabilities. This includes ensuring that evacuation routes are accessible, providing additional assistance during drills, and ensuring that emergency communication systems are accessible to all students (e.g., visual or auditory signals).

Mental Health Support:

In the aftermath of a disaster, the school will provide emotional and psychological support for students, staff, and families. This includes:

- On-site counseling services provided by school psychologists or counselors.
- Partnerships with local mental health organizations for crisis counseling.
- Peer support programs to help students cope with trauma.

Public Agency Use of School Buildings for Emergency Shelters

LCER has an agreement to allow the American Red Cross to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the AAE Parent-Student Handbook. These expectations and policies address: dress code, attendance, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others.

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at AAE. In creating this policy, AAE has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language used closely mirrors the language of Education Code Section 48900 et seq. AAE is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the AAE's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. AAE staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AAE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the AAE Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom AAE has a basis of knowledge of a suspected disability pursuant to the Individuals with IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. AAE will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by AAE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, AAE shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AAE issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements of Education Code 49079, teachers will be notified of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years. Notification of students deemed to have violated or been suspected of violating one the 48900 Education Codes is incorporated in the school's Student Information System. The information is provided to the student's current teacher(s) and other essential staff. Any information received by a teacher shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

LCER Board desires to provide LCER employees' with a working environment that is free of unlawful harassment. In order to achieve this, LCER Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. LCER will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with which the school does business with.

This policy applies to all employee actions and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. LCER shall not tolerate retaliatory action or behavior against a LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in LCER.

Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by LCER. LCER is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits, engages in or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal or LCER administrator other than the CEO, who receives a harassment complaint, shall promptly notify the CEO or designee.

Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employees who witness harassment and do not report it may be subject to disciplinary action up to and including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning LCER Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Preferential or preferential treatment based on any of the protected classes above.

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances;
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm.
- Publicizing and disseminating LCER's unlawful harassment policy to staff.
- Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary.
- Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments.

Title IX

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal law that prohibits sex-based discrimination in all educational programs and activities, including athletic programs. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity operated by the Local Education Agency (LEA). Title IX protects all participants in the LEA’s educational programs and activities, including students, parents, employees, and job applicants. The LEA does not discriminate on the basis of sex. Discrimination on the basis of sex can include sexual harassment and sexual violence (U.S. Department of Education, 2020).

The LEA has a responsibility to respond promptly and effectively to sex-based discrimination, including sexual harassment and sexual violence. If the LEA knows or reasonably should know about sex discrimination, it must act to eliminate the sex discrimination, prevent its recurrence, and address its effects. The LEA must resolve complaints of sex discrimination promptly and equitably. Information on filing a complaint alleging sex-based discrimination is below, including contact information for the LEA’s Title IX Coordinator.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the Principal or Designee shall establish school rules governing student dress and grooming which are consistent with law, and administrative regulations. AAE's school dress code is distributed as part of the Parent/Student Handbook. It is regularly reviewed and updated.

AAE has chosen a uniform dress code for students to follow whenever on campus. The school uniform may not be altered in any way and must be worn properly. Gang-affiliated clothing is prohibited. The administration reserves the right to determine and update the dress code based on current trends.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedures for safe ingress and egress of students, parents, staff, and visitors is provided through the handbook, orientations, assemblies, and social media. Parent/Guardians are informed of procedures for student drop-off and pick-up and reminded frequently about traffic and campus safety. CSOs (Campus Safety Officers) and Administration assist families in crossing at designated places within the school boundaries. AAE does not provide student transportation to and from school.

The AAE is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy and is subject to disciplinary consequences.

Procedures for campus visitors and volunteers are outlined in the Parent-Student Handbook. Individuals are admitted to campus by the front Kiosk during the school day. Visitors and volunteers are required to check-in with school personnel at the front office and sign-in and out upon each visit. School volunteers are required to fill out a volunteer application. A person who comes to the school for a one-time special event, such as a guest speaker, presenter, or visitor is considered a guest and they do not complete a volunteer application. School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School and Classroom Safety

Element:

Creating and Maintaining a clean and safe school environment

Opportunity for Improvement:

Lunch areas, restrooms and classrooms will be well-maintained and litter free as evidenced by facilities evaluations, Character Development Officers, and administrator evaluations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improvement of school grounds	utilize facilities/custodial crew, CSO's, volunteer students	utilize gloves, trash bags and other cleaning supplies	Ryan Chamberlain	daily visual assessment by all parties involved
Recycling program	SFJROTC students and other staff members collect recyclables	recycling bins	SFJROTC Advisor	receipts from recycling center
Multi-layer supervision to keep students and staff safe from external and internal threats	Utilize CSO staff to monitor recesses, breaks, student transitions, arrival, and dismissal. Continually monitor the surveillance cameras Staff the front kiosk Monitor points of entry Review the safety plan with staff		Principal- Chet Richards	discipline records staff evaluations campus safety audit with Sheriff's Department
Implementation of Catapult EMS system	Implementation of the Catapult EMS alert system Training on the system Drills utilizing the new system	Catapult EMS software	Ryan Dorcy	Continued drill and practice to improve emergency situation protocols and implementation.
Fencing to secure School Grounds	Installation of fencing around the perimeter of the school.	Funding allocated to safety needs of our school.	Ryan Chamberlain	Surveys and feedback from community partners.

Component:

A safe social emotional learning environment will be maintained at AAE.

Element:

School Climate

Opportunity for Improvement:

To empower students to show respect, make good decisions, and solve problems.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Empower students to report dangerous and bullying behaviors	Continue SEL classroom curriculum, morning announcements, schedule assemblies for student awareness. Counselor utilizes GoGuardian software to monitor student electronic activity	SEL Curriculum, GoGuardian software	Counseling, Administration	School climate surveys, SEL surveys, office referrals, suspension/expulsion data, attendance rates
Addition of new Social Emotional Learning Counselor.	Funding for social emotional learning was utilized to hire a SEL Counselor	SEL Counselor	Administration	Employee evaluation, SEL Surveys
Periodic Homeroom/classroom visits to discuss behavioral expectations and support resources for our students	Admin will address our homerooms and classrooms to discuss topics relating to school safety and student well being	Admin	School Administration	
StopIt App	Utilize StopIt platform to provide students the opportunity to reach out and get support. Ensure placement of StopIt posters are visible throughout our campus.	StopIt app	Counseling, Administration	StopIt app data

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

The Academy for Academic Excellence Student Conduct Code

Conduct Code Procedures

AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. Every student and his /her parent/legal guardian is required to sign an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies. The rules of the school pertaining to student discipline are distributed through the Parent-Student Handbook and are available on the school website (aae.lewiscenter.org) or in the Principal's Office at 17500 Mana Rd., Apple Valley, California.

The faculty and staff at AAE believe that a well-disciplined student body is essential for academic success.

To achieve this goal, the school has adopted a common set of beliefs based on AAE's Behavior Expectations/Regulations listed in the Handbook and Capturing Kids Hearts regarding discipline at the AAE.

This set of core beliefs, agreed upon by AAE staff, will be adhered to when dealing with issues and concerns:

- We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.
- We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
- We believe that students should be given opportunities to make decisions and live with the consequences be they good or bad.
- We believe that the adult's emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students "pay" for past misdeeds.
- We believe that school issues should be handled by school personnel and that violations of criminal law should be handled by the authorities.
- We believe that misbehavior should be handled with natural or logical consequences instead of punishment, whenever possible.
- We believe that students should see a reasonable connection between their actions and the consequences that follow.

Each student is a unique individual with unique personal, social and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the students and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequence.

(K) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, AAE desires to protect the right of every student to be free from hate-motivated behavior. The school prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. Age-appropriate instruction will be provided to students to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or Principal's Designee. Upon receiving such a complaint, the Principal/Designee shall in a timely manner investigate the complaint in accordance with school-level complaint process/grievance procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal/Designee, CEO or designee, and/or law enforcement as appropriate. As needed, the school shall provide counseling, guidance, and support for students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

Purpose:

The purpose of this section of the Comprehensive School Safety Plan is to outline the procedures and protocols for preparing for, responding to, and recovering from an active shooter incident on school grounds. These procedures aim to minimize the risk of harm to students, staff, and visitors, ensure a rapid and coordinated response in the event of an active shooter situation, and provide ongoing support to the school community in the aftermath.

1. Prevention and Risk Mitigation

Threat Assessment and Behavioral Intervention:

The school will establish a Threat Assessment Team (TAT) composed of administrators, counselors, school resource officers, and mental health professionals to assess potential threats based on student behavior, communication, or external warning signs. The team will:

Monitor and address concerns related to student safety and behavior.

Provide early intervention through counseling, behavioral health services, or collaboration with parents and law enforcement.

Implement a "See Something, Say Something" program that encourages students, staff, and parents to report concerning behaviors or threats.

Visitor Screening and Campus Access Control:

To prevent unauthorized access to the campus, the school will:

Require all visitors to check in at the main office, show identification, and wear visible visitor badges.

Install and maintain security cameras and surveillance systems at key entry points and around the campus.

Implement a policy of restricting access to school buildings during school hours, except for authorized visitors or staff.

Emergency Notification System:

The school will utilize an automated notification system to send alerts via text, email, phone calls, and the school website to inform students, staff, and parents of an active shooter situation. This system will be regularly tested to ensure reliability.

2. Active Shooter Response Procedures

Run, Hide, Fight Protocol:

The school will train all students, staff, and faculty on the standard "Run, Hide, Fight" protocol, which is recommended by law enforcement agencies:

Run: Evacuate the premises immediately if safe to do so. Students and staff should exit the building via the nearest safe exit, avoiding hallways or areas that may be targeted by the shooter. If an exit is blocked, move to a secondary exit. Evacuating students should leave personal belongings behind and assist others who may need help.

Hide: If evacuation is not possible, find a secure room to hide. Lock the doors, turn off the lights, and silence cell phones. Barricade the door with furniture or any available objects. Stay quiet and out of sight. Avoid windows and keep students away from doors.

Fight: As a last resort, if confronted by the shooter, individuals should fight to defend themselves and others. This may include using available objects as weapons (e.g., desks, chairs) to defend against the attacker.

Staff Roles and Responsibilities:

Specific staff roles will be assigned and practiced during drills to ensure clear responsibilities during an active shooter event:

Teachers and Staff: Secure students by locking doors, barricading entry points, and maintaining calm. Follow communication protocols to report the location of the shooter to authorities.

Administrators: Coordinate communication with law enforcement, oversee evacuation or lockdown procedures, and provide support to staff and students.

School Resource Officer (SRO) or Security Personnel: Respond immediately to confront the shooter, provide assistance to law enforcement, and ensure student and staff safety.

Law Enforcement Coordination:

The school will develop and maintain a close working relationship with local law enforcement agencies, including the local police department and sheriff's office. This will include:

Regular meetings and briefings with local law enforcement to review response plans.

Participation in joint training exercises and active shooter simulations.

Ensuring that school resource officers (SROs) are trained in active shooter response and are available to assist during incidents.

3. Training and Drills

Staff Training:

All staff will receive annual active shooter response training, including:

Identifying potential warning signs of violence.

Properly responding to an active shooter event, including implementing the "Run, Hide, Fight" protocol.

Using communication systems to report the location of a shooter and relay information to first responders.

Responding to law enforcement instructions once they arrive on the scene.

Student Training:

Students will receive age-appropriate training in emergency procedures. This will include:

Explaining the importance of staying calm and following adult instructions during a crisis.

Practicing evacuation procedures during lockdown and shelter-in-place drills.

Engaging in simulated lockdown drills that teach students to secure classrooms and other spaces.

Active Shooter Drills:

The school will conduct annual active shooter drills that involve both staff and students. These drills will simulate realistic scenarios and test response times, communication systems, and evacuation procedures. Drills will be conducted under the guidance of local law enforcement to ensure they are aligned with best practices.

At least one drill will include law enforcement response and will involve a full campus lockdown scenario.

These drills will be evaluated to identify areas for improvement, and feedback will be incorporated into future training sessions.

4. Crisis Response and Recovery

Communication During a Crisis:

In the event of an active shooter incident, the school will communicate regularly with:

Law Enforcement: The school will provide real-time updates to first responders, including information about the shooter's location, the status of students and staff, and any additional hazards.

Parents and Guardians: After ensuring the safety of students, the school will notify parents and guardians through the automated notification system, with information about where to safely pick up students or updates on the situation.

Staff and Students: Communication will be maintained through two-way radios, phones, or intercom systems to direct staff and students on how to respond to the situation.

Post-Incident Support:

Following an active shooter event, the school will provide support services to students, staff, and families. This may include:

Immediate access to counseling services for those affected by the trauma of the incident.

Long-term mental health support through counseling, group therapy, or referrals to outside agencies.

Crisis intervention for students and staff who may experience post-traumatic stress or other emotional difficulties.

A return-to-school plan that includes additional counseling, peer support, and accommodations to help students and staff reintegrate into the school community.

Recovery and Debriefing:

After the immediate crisis has passed, the school will conduct a debriefing with law enforcement, local emergency responders, and school staff to review the response and identify areas for improvement. A plan for restoring normal school operations will be developed, which may include:

Providing ongoing counseling and emotional support.

Offering academic accommodations for students who need time to recover.

Engaging in community healing and restorative activities to support recovery.

5. Plan Review and Update

Annual Review:

This section of the Comprehensive School Safety Plan will be reviewed annually and updated based on lessons learned from drills, actual incidents (if any), and feedback from staff, students, parents, and law enforcement.

The plan will also be updated in response to evolving best practices in active shooter preparedness and local law enforcement guidance.

Community Involvement:

Input from students, staff, parents, and community partners will be solicited during the review process to ensure the plan addresses the needs and concerns of the entire school community.

Conclusion:

The procedures for preparing for and responding to an active shooter incident are designed to prioritize the safety of students, staff, and visitors. By maintaining a culture of preparedness, conducting regular training and drills, and working closely with local law enforcement, the school aims to minimize harm and ensure a swift, coordinated response in the event of an active shooter situation. The ongoing review and improvement of this plan will help ensure that the school remains a safe learning environment for all.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Academy for Academic Excellence recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute harassment, sexual harassment, hate violence, or creates an intimidating, threatening and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
- Causing a reasonable student to experience a substantial interference with his or her academic performance
- Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AAE

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device, as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying are developed with involvement of key stakeholders, including students, parents/guardians, and staff.

Prevention:

AAE will focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students will be informed of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, AAE will provide students with instruction in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Threats or incidents may be reported confidentially and anonymously through STOPit Solutions Application.

Reporting and Filing of Complaints Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

Investigation and Resolution of Complaints:

Any complaint of bullying against a student who is of a protected characteristic, actual or perceived, as defined in the LCER's Uniform Complaint Procedures, shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the LCER's Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline :

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AAE policies and regulations.

Opioid Prevention and Life-Saving Response Procedures

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

(a) School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

(b) For purposes of this section, the following terms have the following meanings:

(1) "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

(2) "Auto-injector" means a disposable delivery device designed for the automatic injection of a premeasured dose of an opioid antagonist into the human body and approved by the federal Food and Drug Administration for layperson use.

(3) "Opioid antagonist" means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.

(4) "Qualified supervisor of health" may include, but is not limited to, a school nurse.

(5) "Volunteer" or "trained personnel" means an employee who has volunteered to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose, has been designated by a school, and has received training pursuant to subdivision (d).

(c) Each public and private elementary and secondary school in the state may voluntarily determine whether or not to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available at its school. In making this determination, a school shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to naloxone hydrochloride or another opioid antagonist and trained personnel. A private elementary or secondary school choosing to exercise the authority provided under this subdivision shall not receive state funds specifically for purposes of this subdivision.

(d)(1) Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed pursuant to subdivision (e), regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon. A benefit shall not be granted to or withheld from any individual based on his or her offer to volunteer, and there shall be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training. Any school district, county office of education, or charter school choosing to exercise the authority provided under this subdivision shall provide the training for the volunteers at no cost to the volunteer and during the volunteer's regular working hours.

(2) An employee who volunteers pursuant to this section may rescind his or her offer to administer emergency naloxone hydrochloride or another opioid antagonist at any time, including after receipt of training.

(e)(1) The Superintendent shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of paragraph (2). Every five years, or sooner as deemed necessary by the Superintendent, the Superintendent shall review minimum standards of training for the administration of naloxone hydrochloride or other opioid antagonists that satisfy the requirements of paragraph (2). For purposes of this subdivision, the Superintendent shall consult with organizations and providers with expertise in administering naloxone hydrochloride or another opioid antagonist and administering medication in a school environment, including, but not limited to, the California Society of Addiction Medicine, the Emergency Medical Services Authority, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, and others.

(2) Training established pursuant to this subdivision shall include all of the following:

(A) Techniques for recognizing symptoms of an opioid overdose.

(B) Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.

(C) Basic emergency follow up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the pupil's parent or guardian.

(D) Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

(E) Written materials covering the information required under this subdivision.

(3) Training established pursuant to this subdivision shall be consistent with the most recent guidelines for medication administration issued by the department.

(4) A school shall retain for reference the written materials prepared under subparagraph (E) of paragraph (2).

(f) Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

(1) A description of the volunteer request stating that the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.

(2) A description of the training that the volunteer will receive pursuant to subdivision (d).

(3) The right of an employee to rescind his or her offer to volunteer pursuant to this section.

(4) A statement that no benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

(g)(1) A qualified supervisor of health at a school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall obtain from an authorizing physician and surgeon a prescription for each school for naloxone hydrochloride or another opioid antagonist. A qualified supervisor of health at a school district, county office of education, or charter school shall be responsible for stocking the naloxone hydrochloride or another opioid antagonist and restocking it if it is used.

(2) If a school district, county office of education, or charter school does not have a qualified supervisor of health, an administrator at the school district, county office of education, or charter school shall carry out the duties specified in paragraph (1).

(3) A prescription pursuant to this subdivision may be filled by local or mail order pharmacies or naloxone hydrochloride or another opioid antagonist manufacturers.

(4) An authorizing physician and surgeon shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for the issuance of a prescription or order pursuant to this section, unless the physician and surgeon's issuance of the prescription or order constitutes gross negligence or willful or malicious conduct.

(h)(1) A school nurse or, if the school does not have a school nurse or the school nurse is not onsite or available, a volunteer may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the naloxone hydrochloride or another opioid antagonist is used it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Naloxone hydrochloride or another opioid antagonist shall be restocked before its expiration date.

(2) Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector.

(3) A volunteer shall be allowed to administer naloxone hydrochloride or another opioid antagonist in a form listed in paragraph (2) that the volunteer is most comfortable with.

(i) A school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall ensure that each employee who volunteers under this section will be provided defense and indemnification by the school district, county office of education, or charter school for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) of Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

(j)(1) Notwithstanding any other law, a person trained as required under subdivision (d), who administers naloxone hydrochloride or another opioid antagonist, in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for his or her acts or omissions in administering the naloxone hydrochloride or another opioid antagonist.

(2) The protection specified in paragraph (1) shall not apply in a case of gross negligence or willful and wanton misconduct of the person who renders emergency care treatment by the use of naloxone hydrochloride or another opioid antagonist.

(3) Any public employee who volunteers to administer naloxone hydrochloride or another opioid antagonist pursuant to subdivision (d) is not providing emergency medical care "for compensation," notwithstanding the fact that he or she is a paid public employee.

(k) A state agency, the department, or a public school may accept gifts, grants, and donations from any source for the support of the public school carrying out the provisions of this section, including, but not limited to, the acceptance of naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Purpose:

The purpose of this section is to outline the response procedures for handling dangerous, violent, or unlawful activities on or near the campus of AAE. These activities may include physical altercations, threats of violence, active shooter situations, gang-related violence, weapons possession, bullying, harassment, and other criminal or disruptive behaviors that compromise the safety and well-being of students, staff, and visitors. The procedures outlined below ensure a coordinated, effective, and timely response to these situations, with a focus on de-escalation, safety, and maintaining order.

Response Protocols for Dangerous, Violent, or Unlawful Activities

A. Identification of Potential Threats and Early Warning Signs

Effective prevention begins with the identification of potential threats and early warning signs of violent or unlawful behavior. Staff members are trained to recognize behaviors such as:

Threats of violence or harm (verbal or written).

Bullying or harassment (physical, verbal, or cyber).

Possession of weapons (knives, guns, or other dangerous objects).

Behavioral changes (increased aggression, withdrawal, or fearfulness).

Gang-related activities (gang symbols, colors, or language).

Action Steps:

Report any suspicious or concerning behavior to a school administrator or trusted staff member.

Students and staff are encouraged to use anonymous reporting systems to report any potential threats or safety concerns.

Immediate action will be taken to assess the situation and address potential threats in a timely manner.

B. De-Escalation and Immediate Response

In the event of an initial violent or unlawful activity, de-escalation is the first priority. All school personnel will be trained in conflict resolution and de-escalation strategies to manage violent situations and reduce the risk of further harm.

De-escalation strategies include:

Calm and clear communication: Staff will use a calm, non-threatening tone to de-escalate the situation.

Maintain personal safety: Staff should keep a safe distance from the individuals involved and avoid physical confrontation unless necessary for self-defense.

Requesting support: If the situation cannot be immediately controlled, staff should contact the school administration or security for additional support.

Action Steps:

If de-escalation is unsuccessful or the situation escalates, immediate action should be taken to ensure the safety of all individuals involved.

School administrators or security personnel should be contacted to assist in removing the threat from the school environment.

C. Lockdown Procedures

In the case of an active threat or violence on campus (e.g., active shooter, armed intruder, or other high-risk violent incidents), the following lockdown procedures will be implemented:

Initiate Lockdown: A lockdown will be initiated immediately if there is a direct threat to the safety of students or staff. The lockdown announcement will be made through the school's public address system, or other means of communication.

Secure Classrooms: All classrooms and offices will be locked, and windows and doors will be closed and covered. Students will be instructed to stay out of sight, away from windows and doors, and to remain silent.

Movement Restrictions: Students and staff will remain inside the building until they receive an "all clear" signal from law enforcement or school officials. No one should move through hallways or exit the building until it is safe to do so.

Accountability: Teachers and staff will account for all students in their classrooms. School personnel will conduct a headcount to ensure all students are present and safe.

Communication: Law enforcement, school staff, and emergency responders will coordinate to manage the situation. Parents will be notified via the school's communication systems once it is safe to release students.

Key Procedures:

Designated Staff Roles: Specific staff members (e.g., administrators, Campus Security Officers) will take charge of different areas of response, such as locking doors, ensuring everyone is accounted for, and communicating with emergency responders.

External Communication: The principal or designee will contact local law enforcement and provide updates on the situation as appropriate.

D. Emergency Notification System and Communication

Effective communication is vital during an emergency. AAE uses an emergency notification system (Catapult) to alert staff, students, and families to any threats or crises. These notifications include phone calls, text messages, emails, and announcements through the public address system. [

Communication Guidelines:

Internal Communication: In the event of a violent or unlawful activity, the school will use its internal communication system to notify all staff of the situation and provide instructions for the next steps.

External Communication: Parents and guardians will be notified of the situation through the school's emergency notification system. Communication will be clear, concise, and provide relevant information about the incident and instructions for picking up students, if necessary.

Law Enforcement Coordination: Local law enforcement will be notified immediately, and ongoing communication will be maintained with officers and first responders to ensure that they have the information they need to safely respond to the situation.

E. Law Enforcement and Crisis Intervention

In situations involving dangerous or violent activity that exceeds the school's ability to manage, AAE has a close working relationship with local law enforcement to provide additional support and intervention.

Action Steps:

Immediate Notification: School staff will immediately contact local law enforcement if a dangerous or violent incident occurs on or near campus. This includes incidents such as active shooters, threats of violence, or the presence of weapons.

Incident Command: Law enforcement agencies will assume command of the incident if necessary. The school will cooperate fully with law enforcement and follow their instructions.

Crisis Intervention and Counseling: Law enforcement may also bring in crisis intervention teams to assist in managing the emotional and psychological impact of the situation on students, staff, and the community.

F. Post-Incident Support and Recovery

After a dangerous or violent incident has been resolved, the school will initiate recovery procedures to help students and staff return to normal routines and address the emotional and psychological impact of the event.

Debriefing: A debriefing meeting will be held with all staff involved in the incident to evaluate the response and identify areas for improvement.

Counseling Services: The school will provide access to counseling services for students and staff who may need emotional support after the event. This may include individual counseling, group sessions, or referrals to external mental health professionals.

Communication with Families: Parents and guardians will be kept informed about recovery efforts and provided with information about how to support their children emotionally after the incident.

Review of Safety Protocols: The school will review its response procedures to ensure that they are effective and will update the Comprehensive School Safety Plan if necessary.

G. Ongoing Staff Training and Drills

Regular Drills: AAE will conduct regular drills to practice responses to violent or unlawful activities. These drills will include lockdown procedures, evacuations, and coordination with law enforcement. Staff and students will be familiarized with these procedures to reduce panic and confusion during real incidents.

Staff Development: School staff will receive ongoing professional development in areas such as conflict resolution, de-escalation techniques, recognizing warning signs of violence, and responding to emergencies.

Evaluation and Improvement: After each drill or incident, the school will conduct a thorough evaluation of the response to identify successes and areas for improvement. Feedback from staff, students, and parents will be incorporated into revisions of safety protocols.

Conclusion

The Response Procedures for Dangerous, Violent, or Unlawful Activities at AAE are designed to ensure the safety of all students, staff, and visitors in the event of a critical incident. By emphasizing early identification, de-escalation, clear communication, and a coordinated response with law enforcement, the school aims to reduce harm and maintain a safe and secure learning environment. Continuous training, regular drills, and collaboration with local authorities ensure that the school is prepared to respond effectively to any threat that may arise.

Instructional Continuity Plan

Purpose:

The Instructional Continuity Plan (ICP) ensures that The Academy for Academic Excellence can maintain the continuity of education during disruptions caused by emergencies such as natural disasters, public health crises, power outages, or other unforeseen events. The goal of this plan is to minimize disruptions to student learning, maintain access to quality instruction, and provide resources to support both students and staff during times when traditional in-person education is not possible.

The plan outlines strategies for providing ongoing instruction, maintaining communication with families, and supporting students' academic and emotional needs during times of crisis.

A. Guiding Principles

Equity: Ensure that all students, regardless of their personal circumstances, have equitable access to instructional resources and support during disruptions.

Flexibility: Provide a variety of instructional delivery methods (online, hybrid, or paper-based) depending on the nature of the disruption and the available resources.

Communication: Maintain clear, consistent communication with students, families, and staff regarding expectations, resources, and available support.

Student Well-being: Prioritize the social-emotional well-being of students, recognizing that disruptions may create stress and anxiety, and provide appropriate resources to support mental health.

B. Educational Delivery Methods

In-Person Instruction Resumption (when possible):

If safe and feasible, return to in-person instruction as soon as possible, adhering to health and safety protocols. This includes physical distancing, wearing masks, and limiting group sizes where necessary.

Provide regular updates on resumption dates and safety guidelines to students, families, and staff.

Remote Learning (Virtual Instruction):

When in-person instruction is not possible, remote learning will be implemented through:

Live Virtual Instruction: Using platforms such as Zoom, Google Meet, or other video conferencing tools for synchronous classes.

Asynchronous Learning: Providing pre-recorded lessons, assignments, and activities via platforms such as Google Classroom, Canvas, or Schoology. Students will complete tasks at their own pace with guidance from instructors.

Interactive Tools: Utilize online tools for interactive learning, including discussions, quizzes, and collaborative projects, to engage students remotely.

One-on-One Support: Provide virtual office hours or small group sessions for individualized academic support.

Blended Learning:

A combination of in-person and remote learning may be used in situations where partial in-person attendance is allowed. For example, students may attend classes in shifts or on specific days of the week while completing assignments and assessments remotely on other days.

Alternative Instructional Delivery (Paper-based Learning):

For students who do not have reliable access to digital devices or the internet, instructional packets and materials will be distributed to ensure access to learning. This may include printed worksheets, textbooks, and project-based assignments.

Printed materials can be picked up at designated locations, and completed assignments can be returned through drop-off boxes, email, or postal services.

In order to accommodate for students being absent from daily instruction, AAE will create attendance recovery opportunities. This will most commonly be offered on select Saturdays throughout the school year, but can be other days in which school is not in session. In addition and in accordance with the amendments to California Education Codes 32282 and 46211, our school is committed to implementing attendance recovery programs that meet state requirements for generating Average Daily Attendance (ADA). These programs will maintain appropriate pupil-to-certificated teacher ratios to ensure instructional effectiveness and will provide content aligned with grade-level standards to support student learning. Attendance recovery sessions, such as Saturday School programs, will be conducted in a structured, classroom-based environment with direct instruction from certificated teachers. Additionally, non classroom-based programs, including independent study and virtual learning models, shall not participate in attendance recovery programs operated pursuant to this section. All attendance recovery efforts will be documented and reported in compliance with state regulations to ensure the integrity of instructional time calculations.

C. Technology Access and Support

Device and Internet Access:

Device Distribution: The school will provide laptops, tablets, or other necessary devices to students who do not have access to them at home. This includes both short-term and long-term loan agreements.

Internet Access: The school will work with local partners or provide mobile hotspots to students who lack reliable internet access.

Technical Support: Ongoing technical support will be available for students and staff experiencing difficulties with digital learning platforms. This includes a helpdesk for troubleshooting, a library of online resources, and video tutorials.

Digital Literacy:

Provide training for students, parents, and staff on how to use the digital learning platforms effectively. This includes access to tutorials, webinars, and tech help desks for families to ensure that all stakeholders can navigate virtual learning systems.

D. Academic Expectations and Assessments

Clear Learning Objectives:

Maintain a focus on key academic standards and essential learning objectives, ensuring that all students continue to progress toward grade-level proficiency. The curriculum will be adapted to suit remote or hybrid learning environments, with essential concepts prioritized.

Formative and Summative Assessments:

Implement a variety of assessments (formative quizzes, projects, written work, and participation) to gauge student understanding. For virtual and hybrid environments, assessments will be administered via digital platforms, including Google Forms, Zoom assessments, or other educational tools that allow for academic integrity and fair evaluation.

Student Progress Monitoring:

Regular check-ins and progress reports will be provided to students and parents to track academic progress and address gaps in learning.

Teachers will regularly update grades and provide constructive feedback on assignments to ensure that students are engaged and supported throughout the disruption.

E. Social-Emotional Support and Mental Health Resources

Access to Counseling and Mental Health Services:

During periods of disruption, the school will continue to provide virtual counseling services and referrals to mental health professionals.

Online group therapy sessions, individual counseling, and peer support networks will be available for students who need emotional or psychological support during times of uncertainty.

Social-Emotional Learning (SEL) Programs:

SEL programs, such as mindfulness exercises, coping strategies, and resilience-building activities, will be incorporated into the virtual curriculum.

Teachers will be trained to incorporate SEL principles into online learning to help students manage stress, anxiety, and isolation.

Family Support and Resources:

Parent workshops will be offered to help families navigate the challenges of remote learning, including managing work-life balance, supporting students' emotional health, and accessing community resources.

Regular communication with families will ensure that they are aware of available resources, including community organizations, food assistance, and financial support.

F. Communication Strategies

Communication Channels:

Use multiple channels to communicate with students, families, and staff, including email, text messaging, phone calls, and social media platforms (e.g., Facebook, Instagram, or school website).

Ensure that communication is clear and accessible in multiple languages and formats to accommodate the diverse needs of the school community.

Regular Updates:

The school will provide regular updates on the status of instructional continuity, including any changes to learning formats, health guidelines, and access to resources.

Provide weekly or bi-weekly newsletters and updates regarding academic expectations, school-wide events, and opportunities for community engagement.

Parent-Teacher Communication:

Regular parent-teacher conferences will be held virtually or via phone to provide personalized feedback on student progress and to discuss any concerns or challenges related to remote learning.

G. Professional Development for Staff

Training for Remote and Hybrid Instruction:

Teachers and staff will receive ongoing professional development on best practices for online and hybrid teaching, including creating engaging virtual lessons, using digital tools effectively, and fostering student engagement in a virtual environment.

Mental Health and Wellness Training for Staff:

Provide resources and training to help staff manage stress, maintain a healthy work-life balance, and support the social-emotional well-being of students during disruptions.

Collaboration and Support Networks:

Create opportunities for staff to collaborate virtually, share resources, and provide peer support. This may include virtual faculty meetings, discussion groups, and professional learning communities (PLCs) to foster a sense of community and support.

H. Evaluation and Plan Adjustment

Feedback Mechanisms:

The school will gather feedback from students, families, and staff on the effectiveness of instructional delivery methods, communication, and support services. This will include surveys, focus groups, and informal check-ins.

Continuous Improvement:

Based on feedback and observations, the Instructional Continuity Plan will be adjusted as needed to improve accessibility, engagement, and academic outcomes. The plan will be reviewed and updated annually to ensure its relevance and responsiveness to emerging needs and challenges.

Conclusion

The Instructional Continuity Plan (ICP) is designed to ensure that AAE can continue providing high-quality education in the face of unexpected disruptions. By maintaining clear communication, supporting students' academic and emotional needs, and utilizing flexible instructional methods, the school will remain committed to the success and well-being of every student, regardless of the challenges that may arise. The school will continue to collaborate with students, families, and the broader community to ensure that learning remains uninterrupted and accessible, even in times of crisis.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 12/02/2025 and adopted by The Academy for Academic Excellence on 3/18/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, The Academy for Academic Excellence will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.

As required, the Academy for Academic Excellence will engage with students and their families as soon as practicable following an emergency, but no later than five calendar days after the disruption. Engagement will include two-way communication to provide information on instructional options, access to resources, and support services. Methods may include phone calls, email, text messaging, virtual meetings, or in-person contact when feasible. The school will ensure that communications are accessible, culturally responsive, and available in multiple languages to meet the needs of all families. This protocol is designed to maintain connections with students, address immediate concerns, and support continuity of learning and well-being.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Use multiple channels to communicate with students, families, and staff, including email, text messaging, phone calls, and social media platforms (e.g., Facebook, Instagram, or school website).

Ensure that communication is clear and accessible in multiple languages and formats to accommodate the diverse needs of the school community.

The Academy for Academic Excellence maintains procedures to address unforeseen events, such as power outages, natural disasters, or damage to school infrastructure, which may disrupt instruction and communication. In such cases, the school will implement alternative methods for two-way communication with students, families, and staff, including phone trees, text alerts, email, and updates via the school website or social media. Contingency plans include backup power supplies for critical systems, distribution of printed instructional materials if digital access is unavailable, and coordination with local agencies to restore services. These measures ensure that students continue to receive instruction, support, and timely updates, even during unexpected disruptions, while maintaining safety and equitable access for all members of the school community.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

SEL programs, such as mindfulness exercises, coping strategies, and resilience-building activities, will be incorporated into the virtual curriculum.

Teachers will be trained to incorporate SEL principles into online learning to help students manage stress, anxiety, and isolation.

The Academy for Academic Excellence is committed to identifying and supporting students' social-emotional, mental health, and academic needs, including those with disabilities, English learners, foster youth, and students experiencing homelessness. Staff will use ongoing monitoring, assessments, and communication with families to identify individual needs and provide targeted supports.

Services may include counseling, mental health check-ins, academic tutoring, individualized instruction, and accommodations outlined in IEPs or 504 Plans. Support will be delivered in-person, remotely, or through hybrid models, ensuring equitable access to resources and consistent engagement for all students. Collaboration among teachers, counselors, specialists, and families will guide the planning and delivery of these supports to promote student well-being and academic success.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, The Academy for Academic Excellence will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

As required, the Academy for Academic Excellence will ensure that students have access to in-person or remote instruction as soon as practicable following an emergency, but in no case later than 10 instructional days after the disruption. This timeline applies to all students and is designed to minimize interruptions to learning, provide continuity of instruction, and support equitable access to educational resources. Families, students, and staff will be informed promptly about the method and schedule of instruction during this period.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, The Academy for Academic Excellence remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

As required, the Academy for Academic Excellence will ensure that all remote instruction aligns with Education Code sections 51747 and 51749.5, which govern Independent Study instructional modalities. Remote instruction will be designed to meet academic standards that are, at minimum, equivalent to those required for independent study programs. Instructional delivery will include

clear learning objectives, standards-aligned lessons, timely feedback, and regular monitoring of student progress. Students will have access to academic resources, digital platforms, and teacher support, including virtual office hours, check-ins, and tutoring, to ensure continuity of learning. Additionally, remote instruction will incorporate strategies to maintain equity, accessibility, and engagement for all students, including those with disabilities, English learners, foster youth, and students experiencing homelessness.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The Academy for Academic Excellence will ensure that all students have equitable access to instructional materials, whether digital or non-digital, during remote or alternative learning. Digital materials, including assignments, textbooks, and learning resources, will be distributed through secure online platforms, learning management systems, or email. Non-digital materials, such as printed packets or textbooks, will be provided through coordinated pick-up, mail delivery, or other accessible methods for students who cannot access digital resources. As required, all remote instruction and distribution of instructional materials will align with expectations of access and equity, ensuring that every student including those with disabilities, English learners, and students experiencing homelessness can fully participate in learning.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

To ensure equitable learning opportunities for all students, the school will provide remote instruction using platforms and tools that are accessible, reliable, and user-friendly for students and families. As required, all remote instruction will align with expectations of access and equity. This includes offering appropriate accommodations, ensuring compatibility with assistive technologies, providing multilingual support when necessary, and addressing barriers related to technology, connectivity, or learning needs. The school will work collaboratively with families to ensure that every student can fully participate in instructional activities, regardless of individual circumstances.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

The Academy for Academic Excellence provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

The Academy for Academic Excellence maintains procedures and agreements with neighboring LEAs to support temporary reassignment in the event that an emergency or natural disaster disrupts in-person instruction. When conditions require relocation, the school will assist pupils and families in enrolling in or being temporarily assigned to another site, school district, county office of education, or charter school. This process includes providing guidance on available options, coordinating with receiving LEAs to ensure continuity of services, and ensuring that students' educational records and necessary supports are transferred promptly. The school's priority is to minimize disruptions to learning and maintain consistent access to educational opportunities during crisis situations.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Clear, timely communication will be provided to families, students, staff, and faculty throughout any temporary reassignment process. The school will utilize multiple communication methods—including email, phone calls, text alerts, the school website, and designated emergency communication platforms—to ensure that information remains accessible to all stakeholders.

Updates will be shared as new information becomes available, with initial notifications delivered promptly after the determination of reassignment needs. Regular updates will continue at least once daily during active emergency periods, or more frequently if conditions change. Information will include timelines for reassignment, available school options, transportation considerations (if applicable), procedures for record transfers, and any instructional continuity expectations.

All communication will be provided in accessible formats and languages based on the needs of the school community to ensure equitable access to critical information.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Technology Readiness

To support a smooth pivot from in-person instruction to remote learning or independent study, the Academy for Academic Excellence maintains comprehensive technology readiness procedures for both educators and students. These measures ensure that instructional continuity can be upheld immediately when a disruption occurs.

Key components include:

Early Access to Independent Study Written Agreements: Families will receive guidance on independent study options, and written agreements will be made available for review and signature as early as possible to avoid delays in instructional access.

Online Access to Assignments and Academic Resources: Students will have timely access to digital assignments, learning materials, and academic resources through the school's online instructional platform and learning management systems.

Assignment of Devices: The school will distribute appropriate device, including laptops or tablets, to all students who need them for remote participation. Inventory management procedures ensure rapid deployment during emergency transitions.

Access to Internet and Connectivity Supports: The school will assist families in securing reliable internet access through hotspots, community partnerships, or referrals to low-cost service options. Technical support will be available to troubleshoot connectivity issues.

Online Instructional Platform: AAE will maintain a consistent online platform for remote learning, ensuring students and educators have a familiar and stable environment for instruction, communication, and assignment submission.

Educator Readiness and Training: Staff will participate in ongoing professional development on digital instruction tools, independent study procedures, and effective remote teaching practices to ensure high-quality instruction regardless of modality.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

During any transition to remote or alternative instructional models, the Academy for Academic Excellence will prioritize essential learning by focusing on standards-aligned objectives that ensure continuity and academic progression. Student progress will be monitored through regular formative assessments, assignment checks, and communication between teachers and families. Whenever possible, additional supports will be provided, including tutoring, scheduled check-ins, virtual office hours, and other methods designed to address individual learning needs and ensure all students remain engaged and supported.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The Academy for Academic Excellence is committed to ensuring that all students, including students with disabilities, those experiencing homelessness, foster youth, and English learner (EL) students to maintain equitable access to instructional resources during any transition to remote or alternative learning environments. The school will provide necessary accommodations, modifications, and support services outlined in IEPs, 504 Plans, or individualized learning plans, and will ensure that assistive technology and specialized materials remain available. Students experiencing homelessness or in foster care will receive targeted outreach, priority access to devices and internet connectivity, and coordination with community agencies to remove barriers to participation. English learners will continue to receive designated and integrated ELD instruction, translation of essential communications, and access to multilingual resources for students and families. All instructional platforms and materials will be selected or designed to be accessible, culturally responsive, and inclusive, ensuring that every student can fully engage in learning regardless of individual circumstances.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

The Academy for Academic Excellence will ensure that all services and supports required under students' Individualized Education Programs (IEPs) continue to be provided and maintained during any disruption to in-person learning. Special education staff will collaborate with families to determine how services such as specialized academic instruction, related services, and accommodations will be delivered in remote or alternative settings. Meetings to develop, review, or amend IEPs will continue to be held within required timelines through virtual platforms or alternative formats that allow full participation by families and team members. Progress toward IEP goals will be monitored and documented, with regular communication provided to families. When certain services cannot be delivered in their traditional form, the school will work with families to identify appropriate alternative methods and, when necessary, determine plans for compensatory services to ensure students receive a free appropriate public education (FAPE). All documentation, records, and timelines will be maintained in accordance with state and federal special education requirements.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

The Academy for Academic Excellence will continue to support English Learner (EL) students in accordance with the California English Learner Roadmap Policy, ensuring that instruction remains assets-oriented, linguistically supportive, and culturally responsive during any shift to remote or alternative learning environments. EL students will receive both designated and integrated English Language Development (ELD) instruction, delivered through online platforms, small-group sessions, and individualized supports. Teachers will use scaffolding strategies, visual supports, language-rich activities, and accessible materials that promote meaningful participation in all content areas.

Families will receive communication in their home language, and multilingual resources will be provided to ensure full access to instructional expectations and school updates. Progress in language development will continue to be monitored through formative assessments, participation data, and teacher feedback, with targeted interventions provided as needed. Collaboration among classroom teachers, ELD specialists, and families will remain central to ensuring that EL students continue to develop English proficiency while also accessing rigorous academic content aligned with state standards.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

To ensure a smooth transition should remote instruction and assessment become necessary, the Academy for Academic Excellence will provide ongoing professional learning opportunities that equip educators with the skills, tools, and strategies needed for high-quality online teaching. Training will focus on effective use of learning management systems, digital instructional platforms, virtual engagement strategies, formative assessment tools, accessibility practices, and methods for supporting diverse learners in an online environment. Staff will have access to on-demand resources, collaborative planning time, coaching, and technical support to improve proficiency with digital tools and remote instructional methods. These learning opportunities will be updated regularly based on staff feedback, emerging needs, and evolving best practices, ensuring educators remain prepared to deliver consistent, rigorous, and student-centered instruction in any instructional setting.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The Academy for Academic Excellence is committed to supporting the physical and mental health of all students, including during periods of remote or alternative learning. The school will provide access to counselors, social workers, psychologists, nurses, and other health professionals, including staff who are proficient in languages other than English, to ensure services are accessible to all families. Students and families will be informed about available resources through multiple communication channels, and appointments or consultations will be offered both in-person (when possible) and virtually. Support services may include individual or group counseling, crisis intervention, wellness check-ins, and referrals to community health providers. The school will prioritize timely access, cultural responsiveness, and confidentiality to ensure every student's well-being is maintained, regardless of learning location or circumstances.

Plans to provide access back-up, water and medicines in the event of an emergency.

The Academy for Academic Excellence will maintain procedures to ensure students and staff have access to essential supplies, including water, medications, and emergency equipment, during any disruption to normal operations. Designated staff will coordinate the storage, inventory, and timely distribution of medications in accordance with students' health plans and state regulations. Backup water and essential supplies will be made available at school sites, and contingency plans will ensure that students who are temporarily reassigned or participating in remote learning still have access to necessary medications and resources.

through coordinated communication with families and healthcare providers. All procedures will prioritize safety, accessibility, and adherence to legal and medical requirements.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

The Academy for Academic Excellence will ensure that all support services continue during emergencies, disruptions, or transitions to online or hybrid learning. Special education services will be delivered in alignment with IEPs, using virtual platforms or alternative methods as needed. Counseling, social-emotional supports, and wellness check-ins will remain available through telehealth, phone, or video conferences. After-school programs and enrichment opportunities will be adapted to virtual formats whenever possible to maintain engagement and skill development. Access to meals and nutrition services will continue through school kitchens, meal pick-up, or delivery programs to ensure students receive consistent access to healthy food. The school will collaborate with families, staff, and community partners to ensure these services are accessible, equitable, and responsive to the diverse needs of all students.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

The development and implementation of the Instructional Continuity Plan (ICP) at the Academy for Academic Excellence is a collaborative process. Administrators provide leadership and ensure alignment with policies and regulations. Faculty contribute expertise in curriculum, instruction, and assessment, while information technology staff support digital platforms, devices, and connectivity needs. Students and parents provide feedback on accessibility, engagement, and learning needs, helping to shape instructional strategies and supports. Ongoing communication and collaboration among all stakeholders ensure the ICP is responsive, equitable, and effective in maintaining continuity of learning.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

The Academy for Academic Excellence will ensure that specific conditions are met before students, staff, and families return to school sites following any disruption. These conditions include confirmation that facilities are safe and accessible, health and safety protocols are in place (e.g., sanitation, emergency systems, and any public health requirements), and that adequate staffing, instructional resources, and support services are available to meet the needs of all students. Communication will be provided to families, staff, and students regarding reopening timelines, safety measures, and expectations. The school will coordinate with local authorities, health agencies, and relevant partners to ensure that reopening decisions prioritize the well-being, equity, and continuity of learning for all members of the school community.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into The Academy for Academic Excellence's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of The Academy for Academic Excellence's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan (ICP) will be reviewed and updated in collaboration with educational partners, including administrators, faculty, staff, students, and families, to ensure it remains current, effective, and responsive to the needs of the school community. Updates will be guided by feedback, lessons learned, and changes in regulations, technology, or best practices. Reviews will occur on the following basis:

Annually: A comprehensive review of the ICP will be conducted each school year to ensure alignment with the Comprehensive School Safety Plan, state and federal requirements, and evolving instructional practices.

After a Disruption: The ICP will be evaluated and updated following any emergency or significant disruption to instruction, incorporating lessons learned and stakeholder feedback.

As Needed: Updates may be made at any time in response to changes in state guidance, educational technology, or local conditions that affect instructional continuity or student access to learning.

Safety Plan Review, Evaluation and Amendment Procedures

The Safety plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by the AAE's School Safety Committee, School Site Council, local law enforcement, local fire department, principal and CEO for site approval. The plan is submitted to the Lewis Center Board of Education for district level approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

Emergency Call List

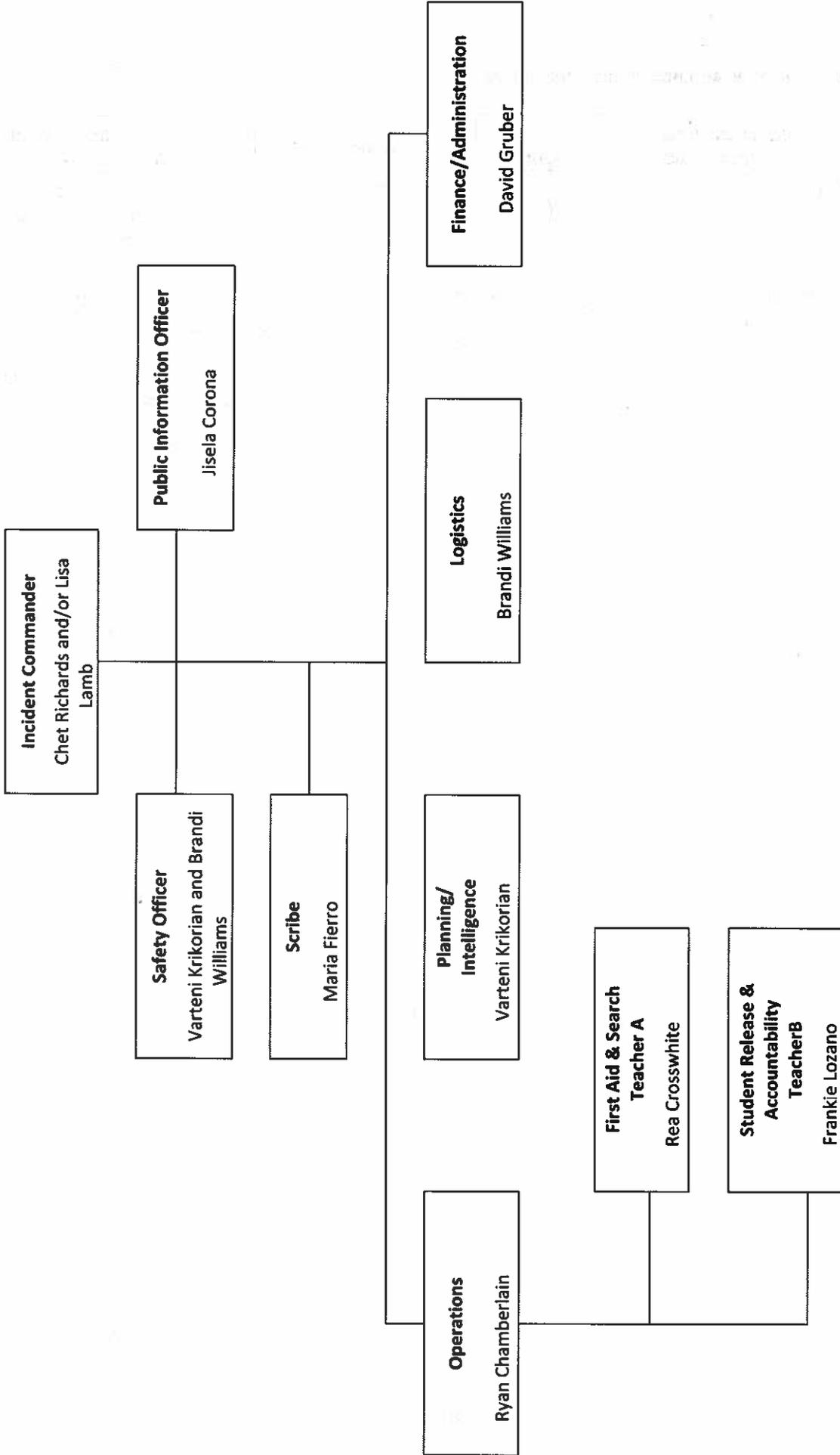
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	American Medical Response AMR	760-952-7400	
Law Enforcement/Fire/Paramedic	Apple Valley Police Department	760-240-7400	
Law Enforcement/Fire/Paramedic	Apple Valley Fire Department	760-247-7618	
Local Hospitals	St. Mary Regional Medical Center	760-242-2311	
Public Utilities	Southern California Edison	800-655-4555	
Public Utilities	Southwest Gas	877-860-6020	
American National Red Cross	American Red Cross	760-245-6511	
School District	Apple Valley Unified District	760-247-8001	
Law Enforcement/Fire/Paramedic	Sheriff's Department Dispatch	760-956-5001	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
LCER Parent Safety Forum	12/04/2025	CEO and Principals held an open parent forum for all families to discuss safety measures and safety plan for both campuses.
Safety committee meeting review of the CSSP	08/05/2025	Administration, CSOs, and classified staff met to review the safety plan
Present CSSP in School Site Council for comment	12/09/2025	Stakeholder revisions presented and discussed in SSC. The current plan was approved. Agenda is located at: https://docs.google.com/document/d/1srFbKwla5syNh84sty2w1wjTrLbiYI3MoriAe0UlsAA/edit?usp=sharing
Board approval of CSSP	12/15/2025	The current CSSP presented by principal for LCER Board approval.
Title IX Training	08/05/2025	LCER managers attended annual Title IX and Sexual Harassment training to inform practice and policy updates as needed. Training for all staff with safety procedures and videos beginning of the school year.
All Staff Safety Plan Review	08/05/2025	Training provided by LCER RN for blood-borne pathogens, AED, epipen administration. Training provided by LCER Psychologists on mental health resources and suicide prevention.

The Academy for Academic Excellence Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities. The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information officer, The Safety Coordinator and the Agency Liaison. The Incident Commander also directs the activities of all other teams. Other than Student Assembly Team Members, all other personnel will report in with the Incident Command before reporting to their assigned post. Once the Student Assembly Team submits their reports to the Incident Command, there should be an account of all personnel. The actual location of the Incident Command needs to be flexible, depending upon the situation. Team assignments, roles evacuation routes or reunification sites may also be modified or changed based upon the situation that occurs. Ex 1 If it is reported that an intruder is on campus, the the IC location will be wherever the Principal is locate on campus. No one is to leave their location until officially told to do so. Ex. 2 In the case of an earthquake, the initial location has been determined to be on the grass field.

ROLES AND RESONSIBILITIES

The Incident Commander (Principal/CEO) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assess the situation
- Directing the Incident Command Team and all other emergency teams
- Determining the need for, and requesting, outside assistance
- Periodically communicating with LCER CEO
- Utilize Catapult EMS system to notify staff about the threat

Public Information Officer (PIO)

The Public Information Officer (PIO) is the official spokesperson for the LCER in an emergency and is responsible for communicating with the media and delivering public announcements.

Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media
- Preparing statements for dissemination to the public
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Officer

The Safety Officer is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist.

Specific duties of the Safety Officer may include:

- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation assigned by the Incident Commander
- Monitoring drills, exercises and emergency response activities for safety
- Identifying safety hazards
- Ensuring that responders use appropriate safety equipment

Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies.

Periodically checking with the Incident Commander for situation briefings and updates.

Maintaining all records and documentation as assigned by the Incident Commander

Briefing agency representatives on current situation, priorities and planned actions

Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

Scribe

The Scribe is responsible for documenting all personnel and students on campus, as well as expenditures.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Determining the type of emergency will assist the Incident Commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown, natural disaster/hazard drills as well as which agency to contact.

Step Two: Identify the Level of Emergency

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, site administrators/Incident Commander will determine the immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, loss of utilities, etc.

Step Four: Communicate the Appropriate Response Action

Administrators/Incident Commander will communicate to the necessary emergency responders via phone, preferably a land line phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants such as:

- Bell system
- Catapult EMS System
- Phone intercom system
- School email
- Radios
- Phone

In addition, the Administrator/Incident Commander will communicate with Lewis Center and outside stakeholder personnel via:

- Phone
- Email
- Text messaging

Families will be notified of incident, pick-up procedures, or next steps through multiple methods to include:

- Student Information System Notification
- School messenger call out
- Postings on school website and social media accounts

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under adult supervision. The crash may also result in an explosion, chemical spill or utility interruption.

AIRCRAFT CRASHES INTO SCHOOL

STAFF ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION that may include the use of busses or alternate transportation.
- Notify LCER CEO, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL

STAFF ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate Take Cover for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify LCER CEO, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

-Utilize Catapult EMS system to notify staff about the threat.

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute secure campus procedures.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
- Contact the San Bernardino County Animal Control for assistance in removing the animal (1-800-472-5609).
- If the animal injures anyone, seek medical assistance from the Health Office.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

-Utilize Catapult EMS system to notify all staff about the threat.

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

What to do if you see a potentially rabid animal

Do not approach the animal. Keep a safe distance.

Contact local authorities: Report the animal to your local animal control, wildlife agency, or humane society.

Seek medical attention if exposed: If you or a pet is bitten or scratched, contact a physician or veterinarian immediately

Armed Assault on Campus

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters/armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter/armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter/armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

a. Act immediately if you or your students:

- hear a sound that might be gunfire.
- see something that looks like a weapon being carried or used on or near the campus.
- sense any other indication of active shooter / armed assailant threat.

b. Utilize Catapult EMS system to notify all staff of the threat

- c. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
- d. Be decisive. Communicate your plan to your students and act quickly.
- e. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. Run: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...

know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts), and can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.

Police may mistake an item in your hands as a weapon.

Leave everything behind.

- If you encounter people along the way...

Adults: Warn them and take them with if you can but don't stop if they refuse to come.

Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call Extension 180 to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, and if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Construct a strong barricade.

If you have another way out (a window or back door) use it while the assailant is attempting to get in.

If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement using intercom AND radios as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible. Send out Catapult message to all staff.

a. Provide as much information as possible (slow down – be calm):

State the emergency: "I hear gunfire." "I saw..."

Give information on people who are wounded.

Location of the assailant (if known):

Description of the assailant (if known):

Your precise location: "room ___"

The number of children with you.

Give description of the type of weapon (if known; long gun- handgun- knife- etc.)

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- Run – If you encounter injured persons while you are trying to get out of danger...

And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.
- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: School and LCER staff should develop means to safely provide updates to staff to keep them informed during the incident.

e. Extended Day Programs / After School Activities: School sites must also plan for and train all LCER/site staff involved with student activities and extracurricular programs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.

- Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
- Include as much actionable information on the announcement as possible.
- Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."
- If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant . This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
- Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."
- If possible assist emergency personnel.
- Assist police in entering the school;
- Provide officers with keys, maps and any other information requested.
- Initiate Incident Command Center
- Prepare an off-site evacuation site for reunification.
- Once the assailant is neutralized, emergency responders will begin to treat and evacuate the wounded.
- School staff and students will remain in lockdown until evacuated on a room by room basis by law enforcement officials.
- Psychological Support team will be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- This team will also provide ongoing support throughout the recovery phase of the emergency response.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because the substance usually appears after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify Principal.
- Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

-Utilize Catapult EMS system to notify staff about the threat.

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify LCER CEO of the situation.

- Turn on a battery-powered commercial radio and listen for instructions.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify LCER CEO of the situation.
- Arrange for psychological counseling for students and staff.
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skin.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Checklist as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.

- Utilize Catapult EMS system to notify staff about the threat.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- Notify the LCER CEO of the situation.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

Bus Disaster

The teacher in charge of a special activity trip utilizing bus transportation will carry a copy of field trip permission forms with student emergency contact information.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Utilize Catapult EMS system to notify staff about the threat.
- Notify Principal.
 - Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
 - Move all uninjured students to a safe distance from the accident.
 - Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Disorderly Conduct

Disorderly Conduct/Civil Disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Report disruptive circumstances to Principal/site administrator.

- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the Principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is possible, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat. Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

- At first recognition of seismic activity, instruct students to move away from windows.
- Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand

and cover the back of the neck with the other arm.

-Utilize Catapult EMS system to notify staff about the threat.

- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.
- After shaking stops and it is safe to do so, check for injuries, and render first aid.
- Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.
- If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.
- Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Incident Commander.
- Avoid evacuation routes with heavy architectural ornaments over the entrances.

- Do not return to the building.
- DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
- Stay alert for aftershocks.
- DO NOT re-enter building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

- Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.
 - DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.
 - Place head between the knees; cover the back of the neck with arms and hands.
 - Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover the back of the neck with arms.
 - Remain in place until shaking stops or for at least 20 seconds.
- Utilize Catapult EMS system to notify staff about the threat.
- Each time an aftershock is felt, DROP AND COVER
 - After shaking stops, check for injuries, and render first aid.
 - Report injury and damage status to Incident Commander according to site communications protocol.
 - Continue to follow directives of Incident Commander.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. Utilize Catapult EMS system to notify staff about the threat. Use intercom to initiate EVACUATION. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Utilize Catapult EMS system to notify staff about the threat.
- Advise the LCER CEO of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- Utilize Catapult EMS system to notify staff about the threat.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact parents for OFF-SITE EVACUATION.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the LCER CEO where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement EVACUATION of the building.
- Utilize Catapult EMS system to notify staff about the threat.
- Immediately EVACUATE the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify LCER CEO of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify parents for OFF-SITE EVACUATION.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- EVACUATE students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.

- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue Off Site Evacuation instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the LCER CEO.
- Monitor AM radio weather station 960 for flood information.
- Notify LCER CEO of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to Principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure:

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the Principal or designee immediately.
2. Utilize Catapult EMS system to notify staff about the threat.
3. Upon notice of loss of utilities, the Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
4. The Principal or designee will notify the appropriate utility company and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Principal or designee.
5. The Principal or designee will notify the Lewis Center CEO of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water:

- Toilets: 5 gallon buckets with privacy curtains in each classroom.
- Bottled Water will be delivered to classrooms as needed.

B. Plan for a Loss of Electricity:

- Emergency Light: Flashlight in each classroom.

- Generators are located on each campus.

C. Plan for a loss of Communication

- Telephone Service:
- Administrators carry cellular phones.
- Administrators, staff and CSO's (proctors) carry radios.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of buses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify LCER CEO.

STAFF ACTIONS:

- Utilize Catapult EMS system to notify staff about the threat.
- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

Purpose:

The purpose of this Pandemic Response Plan is to provide guidance for responding to a public health emergency, such as an outbreak of infectious disease (e.g., COVID-19, influenza, or other communicable diseases), ensuring the safety and well-being of students, staff, and the broader school community. This plan outlines procedures for communication, health and safety measures, educational continuity, and support services during a pandemic or similar crisis.

1. Pandemic Preparedness and Planning

Establishing a Pandemic Response Team:

A designated Pandemic Response Team (PRT) will be formed, including school leadership, local health authorities, school nurses, teachers, support staff, and parents. The team will be responsible for monitoring health alerts, planning responses, and making necessary adjustments to the safety plan.

Collaboration with Public Health Officials:

The school will closely follow guidance from local health departments (County Public Health), the California Department of Public Health (CDPH), and the Centers for Disease Control and Prevention (CDC). The school will coordinate with these agencies to ensure adherence to current public health protocols and to receive timely updates.

Communication Plan:

Clear communication channels will be established to keep students, families, and staff informed. This includes:

- Regular updates via email, text messaging, school website, and social media.
- Providing multilingual communications to meet the needs of the diverse school community.
- A dedicated hotline for parents and staff to report concerns or ask questions.

2. Health and Safety Measures

Health Screenings and Monitoring:

Temperature checks, symptom screening, and wellness questionnaires will be implemented for students and staff as needed. Staff and students exhibiting symptoms of illness will be instructed to stay home and consult a healthcare provider. Students and staff will be encouraged to report any potential exposure to the virus or symptoms to the school nurse or designated health official.

Personal Protective Equipment (PPE):

All students, staff, and visitors will be required to wear face coverings, particularly in situations where social distancing cannot be maintained, unless exempted for medical or developmental reasons. The school will provide PPE to staff and students as needed, including masks, face shields, and gloves, ensuring equitable access to necessary materials.

Hygiene and Sanitation Practices:

Handwashing stations, alcohol-based hand sanitizers, and disinfecting wipes will be made available throughout the school campus. Routine cleaning and disinfecting of high-touch surfaces will be conducted throughout the day, with a focus on common areas such as bathrooms, classrooms, and cafeterias.

Restrooms will be stocked with soap, hand dryers, or disposable paper towels to encourage frequent handwashing.

Physical Distancing:

Whenever possible, physical distancing of at least 3 feet will be maintained in classrooms, hallways, and during lunch periods. Modifications to classroom layouts and schedules may be implemented, including staggered start times, lunch breaks, and transitions between classes to minimize crowding.

3. Educational Continuity

Remote Learning and Hybrid Options:

In the event of a campus closure or restrictions on in-person instruction, the school will provide a fully remote learning option or hybrid learning model. This will include:

- Access to digital devices and internet connectivity for all students.
- A structured online curriculum designed to maintain academic rigor and engagement.
- Virtual office hours for teachers to provide one-on-one or small group support.

Instructional Support:

Teachers will receive professional development on effective remote teaching strategies, including the use of digital tools, managing online classrooms, and supporting students' mental and emotional health.

Special education services and accommodations will continue to be provided through virtual or modified in-person meetings.

Assessment and Grading:

Regular assessments will be conducted to monitor student progress, whether in-person or remote. Adjustments to grading policies may be made to reflect the challenges posed by the pandemic.

4. Mental Health and Support Services

Student and Family Support:

The school will ensure that mental health support services are available to students and families. This may include virtual counseling sessions, access to school psychologists, and resources for coping with stress and trauma.

Resources will be provided in multiple languages to support all families in understanding the available services.

Staff Wellness:

The school will offer support for staff wellness, including access to mental health resources, stress management workshops, and opportunities for professional collaboration and peer support.

5. School Operations and Facility Management

Campus Modifications:

The physical layout of the school may be adjusted to meet health and safety protocols. This includes reconfiguring classrooms, increasing outdoor space usage, and adding signage to direct movement around campus.

Attendance and Absenteeism Protocols:

Attendance policies will be modified to allow flexibility for students and staff who are unable to attend school due to illness or quarantine requirements.

A system for tracking and reporting absences due to illness, and ensuring that students have access to coursework while absent, will be implemented.

6. Plan for Reopening and Returning to Normal Operations

Monitoring Local Health Conditions:

The decision to reopen or return to normal operations will be based on local health data and government guidance. The school will work with health authorities to monitor the situation and plan a phased reopening as appropriate.

Phased Reopening Plan:

The reopening process will be gradual and based on public health recommendations. This may include:

Returning certain grades or cohorts to campus first, with staggered scheduling.

Gradual integration of extracurricular activities and sports once it is deemed safe.

Post-Reopening Monitoring:

After reopening, the school will continue to monitor the situation closely. Contingency plans will be in place to pivot to remote or hybrid learning if conditions worsen.

7. Conclusion

This Pandemic Response Plan ensures that the school is prepared to respond to public health emergencies while minimizing disruption to learning and maintaining the safety and well-being of the school community. The plan will be reviewed and updated regularly to reflect the evolving nature of the pandemic and public health guidance. The school will continue to prioritize communication, flexibility, and support throughout the crisis.

Psychological Trauma

Item	Priority	Responsible Party	Start Date	End Date	Status	Notes
1. Provide training for staff on recognizing signs of psychological trauma in students.	High	Human Resources	12/15/25	12/31/25	Not Started	
2. Implement a peer support program for students.	Medium	Student Services	12/15/25	01/31/26	Not Started	
3. Establish a protocol for providing immediate support to students who experience a traumatic event.	High	Administration	12/15/25	12/31/25	In Progress	
4. Collaborate with local mental health professionals to provide on-site services.	Medium	Community Outreach	12/15/25	03/31/26	Not Started	
5. Review and update the school's crisis response plan to include psychological trauma protocols.	High	Administration	12/15/25	12/31/25	Completed	
6. Provide access to confidential counseling services for students.	High	Counseling Center	12/15/25	Ongoing	Active	
7. Conduct regular check-ins with students who have a history of trauma.	Medium	Student Services	12/15/25	Ongoing	Active	
8. Offer professional development for staff on trauma-informed practices.	Medium	Human Resources	12/15/25	02/28/26	Not Started	
9. Establish a safe space for students to express their emotions and concerns.	Medium	Student Services	12/15/25	01/31/26	Not Started	
10. Review and update the school's policies on bullying and harassment to include psychological trauma.	High	Administration	12/15/25	12/31/25	Completed	

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meet the emotional and psychological needs of students and staff.

Procedure:

- The School Administrator will establish the Psychological First Aid Team, which has the primary responsibility for providing necessary assistance after all types of crises.
- The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
- The Psychological First Aid Team will provide direct intervention services.
- If there is a need for additional assistance, the Principal or designee will notify the Apple Valley Unified School District Superintendent.
- The Psychological First Aid Team will advise and assist the Principal to restore regular school functions as efficiently and as quickly as possible.
- In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
- The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students; however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services. When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION:

The AAE recognizes that youth suicide is a serious problem across the state of California, where an average of two young people under 25 die by suicide every week and as many as one out of five students have seriously considered suicide in the last year. The AAE recognizes that, as The California Strategic Plan on Suicide Prevention: Every Californian is Part of the Solution states, that a full range of strategies, starting from prevention and early intervention, should be targeted to Californians of all ages. The AAE believes that the school plays a unique and important role in the prevention of youth suicide in our community. These policies and procedures outline the AAE's approach to youth suicide prevention, intervention, and postvention. This policy shall be available to all staff and reviewed and updated at the beginning of each school year.

PREVENTION

The AAE recognizes that suicide prevention is most effective when students, staff, parents, and community members have adequate information about prevention. With this in mind, the following will be provided ****annually depending on staff and family retention****:

FOR STAFF

Review of these policies and procedures before or near the beginning of the school year. Training for all teachers, school health staff, and other staff, including the following information:

- Background on the scope of the problem of youth suicide
- Information about the signs of stress and depression and where to send students for help
- Information on risk factors for suicide
- Information about signs of suicidal thinking
- Information about how to intervene when a student presents signs of suicidal thinking
- Access to written copies of this policy in hard copy in main office, intranet, school website, and student handbooks.
- The AAE will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at:

<http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with staff.

FOR STUDENTS

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include:

- the importance of safe and healthy choices and coping strategies,
- how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
- help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students. At least once per semester, (school support staff such as school counselors or health staff) will visit students in their classrooms to remind them of resources within the school. The AAE recognizes that it is not a safe practice to teach suicide prevention in assemblies or other large gatherings and that prevention education should be taught in classrooms or other small group settings.

FOR STUDENTS' FAMILIES

In partnership with the PTC and/or other parent/community organizations, an annual training including the following:

- Background on the scope of the problem of youth suicide
- Information about the signs of stress and depression and a parent's role in helping
- Information on risk factors for suicide
- Information about signs of suicidal thinking
- Information about parenting and communication strategies for suicide prevention
- Information about when and how to intervene when signs of suicidal thinking appear
- Resources in the school and community for families that need help
- Written information about suicide prevention will be included in the packet sent to students' families at the beginning of the school year.
- The AAE will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines.

INTERVENTION

From time to time, it will come to a staff member's attention that a student is experiencing a crisis that may include suicidal thinking or behavior. The following procedures will be observed when this occurs: Assessing the scope of the crisis and the risk of suicide. If the information comes directly from the student, expressed either verbally or through behavior, the staff member will obtain basic information from the student about the crisis. The staff member will then share this information verbally with a member of the student support team, in the presence of the student and with the student's participation whenever possible. Student Support Team includes: School Psychologist, School Counselor, Elementary, and Secondary Vice Principals.

If the information comes from another person such as a peer or a parent, the staff member will refer the situation to a student support team member, who will immediately schedule a meeting with the student. The support team member will further discuss the situation with the student to obtain information about the crisis and assess their needs. If the student reveals mental health concerns and/or suicidal ideation, the support team member will perform a suicide risk assessment using a recommended tool.

RESPONSE TO IDENTIFIED SCHOOL RISK:

If there is immediate risk of harm to the student's self or others (for example, a suicide attempt in progress) the support team member will contact the student's parent or guardian, as stated in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases, will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate. **The student must not be left alone while awaiting first responders.**

If there is high risk, the support team member must remain with the student and provide a safe, calming environment. The support team member will notify the student's guardian(s) that they should come to the school and will notify the building administrator. If the student's guardian(s) are unavailable or unable to come to the school: A student age 13 or older may independently consent for a range of mental health services (see below). If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact. If a responsible adult cannot be located within a reasonable amount of time, the student may be transported to the nearest ER for evaluation. With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The

guardian may instead choose to bring the child to the nearest hospital for evaluation. The building administrator must be notified if the student will be leaving school grounds.

If there is moderate risk, the support team member must remain with the student and provide a safe, calming environment. The student's guardian(s) will be contacted to come to the school before the end of the school day. In the event that the guardian(s) cannot be reached or are unsupportive: a student age 13 or older may independently consent for a range of mental health services (see below). If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact. With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest ER for evaluation. The building administrator must be notified if the student will be leaving school grounds. A student at moderate risk who is willing to commit in the presence of her or his guardian to staying safe until the next school day will create a safety plan. This process may be revisited at the beginning of the next school day and a new safety plan drafted.

If there is low risk, the support team member will work with the student to describe the situation to her or his guardian(s). The student will commit to staying safe until the next school day and will create a safety plan. This process may be revisited at the beginning of the next school day and a new safety plan drafted. If a student is remaining in school but has missed class time or the crisis is affecting their school performance, the support team member will discuss with the student and, if applicable, the student's guardian what should be shared with the student's teachers. This may include the nature of the crisis, accommodations made in the safety plan, and what support the student will need. This information should be shared with the student's teachers in a confidential manner that will not be seen or overheard by other students or staff.

OUT-OF-SCHOOL SUICIDE ATTEMPTS:

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will: Call the police and/or emergency medical services, such as 911. Inform the student's parent or guardian. Inform the school suicide prevention coordinator and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

RE-ENTRY:

If a student has missed one or more days of school because of a suicidal crisis (for example, because of inpatient hospitalization or emergency expulsion), the student's re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others. During the meeting, the team will discuss how to support the student in phasing back into normal school life. Depending on the student's situation, this could include accommodations such as beginning with a lighter course load or workload. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the Principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child. Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the Principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

The AAE recognizes that suicide is a crisis that affects the entire school community. In the event of a student's death by suicide, it is critical that the school's response be swift, consistent, and intended to protect the student body and community from suicide contagion.

Development and Implementation of an Action Plan:

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps: Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Assess the situation.

The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Share information.

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion.

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Initiate support services.

Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans.

The AAE recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include: A student-led suicide prevention initiative supervised by one or more faculty members; A donation or fundraiser for a local crisis service or mental health care provider, such as:

- Participation as a school in a local suicide awareness event;
- Hosting a suicide prevention or postvention training for students, staff, and/or families;
- Placing printed prevention resources in the school.

External Communication

The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- Keep the LCER suicide prevention coordinator and CEO informed of school actions relating to the death.
- Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should

also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Days After Post intervention

Well after the loss of a student to suicide, the school will be mindful of anniversaries, such as the anniversary of the death, the student's birthday, the date the student would have graduated, etc. Students identified as at risk will receive extra support and observation during these times as well.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Utilize Catapult EMS system to notify staff about the threat.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify LCER CEO of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

Utilize Catapult EMS system to notify staff about the threat.

Notify principal/site administrator.

Call the Poison Center Hotline 1-800-222-1222.

Administer first aid as directed by poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

Any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials. However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The LCER CEO or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Unlawful Demonstration or Walkout

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

Comprehensive School Safety Plan 54 of 55 11/30/25

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call SBCSS PD/AV PD Dispatch to request assistance and will provide the exact location and nature of emergency.
4. The Incident Command Team will immediately proceed to the point of demonstration to control student ingress and egress. Each person entering or leaving the campus shall be asked to sign out. The gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the Principal or designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. Incident Command should keep accurate records of events, conversations and actions.
8. The Principal or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident.

Emergency Evacuation Map

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: February 23, 2026

Title: Comprehensive Safety Plan

Presentation: _____ **Consent:** x **Action:** _____ **Discussion:** **Information:** _____

Background: Presentation and Approval of Comprehensive School Safety Plan (CSSP)

Fiscal Implications (if any): No fiscal impact.

Impact on Mission, Vision or Goals (if any): Approval of the safety plan supports the school’s mission and educational goals by ensuring compliance with safety requirements and fostering a secure learning environment for TK–12 students.

Recommendation: It is recommended that the Board approve the Comprehensive School Safety Plan (CSSP).

Submitted by: *Elvira Regalado* on behalf of *Myrna Foster*, Vice Principal

Comprehensive School Safety Plan

2026-2027 School Year

School: Norton Science and Language Academy
CDS Code: 36-10363-0115808
District: Lewis Center for Educational Research
Address: 230 S. Waterman Ave.
 San Bernardino, CA
Date of Adoption: January 2025
Date of Update: January 24, 2026
Date of Review:
 - with Staff August 2025
 - with Law Enforcement February 2025
 - with Fire Authority February 2025

Approved by:

Name	Title	Signature	Date
Erika Agosto	School Principal		1-12-2026
Myrna Foster	School Safety Planning Committee Representative	Ms. Foster	Jan 2026
Victor Suarez	School Site Council Representative		2/10/2026
Lisa Lamb/CEO	Lewis Center CEO	Lisa Lamb	2/5/26
Ernest Luna/ Lieutenant	Police Department Representative	N. Luna 50649	02-04-26
	Fire department Representative		2/4/26
Zee McKnight/Vice President	District and Charter Patrol		02/6/26

Table of Contents

Comprehensive School Safety Plan Purpose.....	5
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	9
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	10
(E) Sexual Harassment Policies (EC 212.6 [b]).....	10
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	11
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	12
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	12
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	15
(K) Hate Crime Reporting Procedures and Policies.....	17
(J) Procedures to Prepare for Active Shooters.....	17
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	17
Opioid Prevention and Life-Saving Response Procedures.....	18
Response Procedures for Dangerous, Violent, or Unlawful Activities.....	21
Instructional Continuity Plan.....	21
Introduction and Purpose of the Instructional Continuity Plan (ICP).....	22
Engagement with Pupils and Families.....	22
Access to Instruction.....	23
Instructional Continuity.....	25
Access (Equity, Accessibility, and Inclusion).....	26
Professional Learning.....	26
Well-Being and Support Services.....	26
Site-Based Collaboration.....	27
Return to Site-Based Learning.....	27
Integration with Comprehensive School Safety Plan (CSSP).....	27

Review and Updates of this Instructional Continuity Plan (ICP)27

Procedures for Immigration Enforcement Notification28

Safety Plan Review, Evaluation and Amendment Procedures31

Safety Plan Appendices32

 Emergency Contact Numbers33

 Safety Plan Review, Evaluation and Amendment Procedures34

 Norton Science and Language Academy Incident Command System35

 Incident Command Team Responsibilities38

 Emergency Response Guidelines41

 Step One: Identify the Type of Emergency41

 Step Two: Identify the Level of Emergency.....41

 Step Three: Determine the Immediate Response Action41

 Step Four: Communicate the Appropriate Response Action41

Types of Emergencies & Specific Procedures.....42

 Aircraft Crash42

 Animal Disturbance.....42

 Armed Assault on Campus42

 Biological or Chemical Release.....44

 Bomb Threat/ Threat Of violence45

 Bus Disaster.....46

 Disorderly Conduct47

 Earthquake.....47

 Explosion or Risk Of Explosion48

 Fire in Surrounding Area48

 Fire on School Grounds49

 Flooding49

 Loss or Failure Of Utilities49

 Motor Vehicle Crash50

 Pandemic50

Psychological Trauma.....51

Suspected Contamination of Food or Water57

Tactical Responses to Criminal Incidents57

Unlawful Demonstration or Walkout.....58

Emergency Evacuation Map.....60

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Norton Science and Language Academy.

Safety Plan Vision

Norton Science and Language Academy has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students, faculty, and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

Norton Science and Language Academy shall have a Board Approved Safety Plan to deal with natural and manmade disasters. NSLA Safety Plan acts as the umbrella, which encompasses all NSLA personnel, property, and actions during an emergency situation. Its purpose shall be to inform NSLA personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This NSLA Safety Plan shall be reviewed annually and updated as needed. (12/05/25)

Components of the Comprehensive School Safety Plan (EC 32281)

Norton Science and Language Academy Safety Committee

Erika Agosto, Principal; Myrna Foster, Vice Principal; Teresa Monroy, Interim Admin Assistant; Jessica Sepulveda, Teacher; Juliana Teran, Nurse; Kristy Wilson, Coordinator of Student Services; Rita Ayala, Parent; Lluvia Rodriguez, Student.

Assessment of School Safety

A school safety assessment was completed in August 2023 by NSLA Administrative staff as an all-campus walk-through. (need to complete a new assessment this year 2024)

School safety assessments take place as an agenda item in each of the following meetings: SSC, "Cafecito" with the Principal, Quarterly Safety Committee Meetings, & All-Staff Meetings

School safety assessments include daily/monthly/quarterly/yearly reviews of:

- Perimeter Checks & Campus Walk-throughs
- Student Behavior Incident Reports
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys
- Staff Surveys
- Quarterly Emergency/First Aid Supply Inventory Checks

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

SB 1626 Training for CSOs and Admin. staff.

CSO team (Campus Safety Officers)

CPI and CPR trained staff

Monthly Safety Drills

Manned entrance kiosk

Closed campus

Security cameras

Supervise during all unstructured time (recess, passing periods, etc.)

StopIT Reporting App

Go Beacon Technology Monitoring

CatapultEMS (Emergency Response System)

Site Psychological and counseling team

Site Licensed nurse

SEL curriculum (compass-navigate 360)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse or neglect includes the following:

-A physical injury or death inflicted by other than accidental means on a child by another person

-Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

-Neglect of a child as defined in Penal Code 11165.2

-Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3 5.

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

-A mutual affray between minors

-An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment

- An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning
- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under the age of 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures

It is the policy of NSLA that child custodians immediately report known or suspected child abuse by telephone to the San Bernardino County CFS (Children and Family Services) Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724 , 909-384-9233, www.co.san-bernardino.ca.us) Suspected sexual assault should be reported to Child Protective Services when a family member is the suspect; all other suspected sexual assaults should be reported directly to the respective law enforcement agency.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for enduring that the call was actually made.

Even during extended closures due to pandemics or other emergencies, we still encourage our staff to report any suspected child abuse.

Notify and request, if needed, the assistance of the Lewis Center for Educational Research Administrative staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child

- c. The present location of the child
- d. The nature and extent of any injury
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date, and time contacted, and any instruction or advice received.

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail or fax to the local protective agency a written report.
2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone.

Administrators notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Lewis Center for Educational Research regulations. At the mandated reporter's request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement official.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Standardized Emergency Management System (SEMS) provides the model for all levels of emergency operations—local, regional and statewide. During a disaster the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response.

The NSLA disaster preparedness plan shall be available to staff, students and the public in the office of the CEO and in the office of each principal. Individual school site disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with their site plan.

The school principal is authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

A principal may implement one or more of these emergency actions in coping with a disaster. Maintenance personnel are assigned as liaisons between Incident Command and the school in the event phones are inoperative.

During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care (these shall be clearly defined within the SIS in place). There shall be NO EXCEPTIONS to this policy.

The dismissal of children from the school shall be governed by emergency procedures. However, this procedure does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

Adaptations for Students with Disabilities

For students with disabilities NSLA will designate an adult and some school mates to support guide students in a wheel chair. (carry them if necessary)

Public Agency Use of School Buildings for Emergency Shelters

NSLA will be used as a public shelter only when other resources are unavailable.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

NSLA has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, NSLA students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the NSLA Parent-Student Handbook. These expectations and policies address dress code, attendance, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others. Every student and his/her parent or guardian must sign and return an Acknowledgement Form at the beginning of each academic year, establishing that they have read and understand the expectations and policies.

This Pupil Suspension and Expulsion Policy (BP 5144) has been established in order to promote learning and protect the safety and well-being of all students at NSLA. In creating this policy, NSLA has reviewed Education Code Section 48900 et seq. which describes the list of offenses that may be subject to suspension and/or expulsion. The language that follows closely mirrors the language of Education Code Section 48900 et seq. NSLA is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, suspending or expelling a student from regular classroom instruction may be necessary. This policy shall serve as the NSLA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. NSLA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

NSLA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its procedures are available at the NSLA Principal's office upon request.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom NSLA has a basis of knowledge of a suspected disability pursuant to the Individuals with IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. NSLA will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by NSLA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student. The written notice shall be in the native language of the student or the student's parent or guardian. If the student is a foster child or youth or a homeless child or youth, the student's educational rights holder shall be informed of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, NSLA shall utilize the hearing procedures specified for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until NSLA issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To fulfill the requirements of Education Code 49079, teachers will be notified of why (s) a student has been suspended. Norton Science and Language Academy has incorporated this notification into the Student Information System. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is confidential. Support staff will be notified in a need to know bases.

(E) Sexual Harassment Policies (EC 212.6 [b])

LCER Board desires to provide LCER employees with a working environment that is free of unlawful harassment. In order to achieve this, the LCER Board prohibits sexual harassment and harassment based upon pregnancy, childbirth, or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. LCER will not condone or tolerate harassment or sexual harassment of any type in the workplace by any employee, independent contractor, or other person with whom the school does business.

This policy applies to all employee actions and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any harassment complaint and take appropriate corrective action if warranted. LCER shall not tolerate retaliatory action or behavior against an LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in LCER.

Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in educational institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by LCER. LCER is committed to providing a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits engages in, or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All staff supervisors will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal, or LCER administrator other than the CEO who receives a harassment complaint shall promptly notify the CEO or designee.

Each employee is responsible for maintaining a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, particularly those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act positively and professionally and contribute to a productive school environment free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employees who witness harassment and do not report it may be subject to disciplinary action, including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning LCER Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs
- Physical conduct, including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race, or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances

- Requests for sexual favors or other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender in the work or educational setting

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has the authority to conduct an investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm
- Publicizing and disseminating LCER's unlawful harassment policy to staff
- Ensuring prompt, thorough, and fair investigation of complaints in a way that respects the privacy of all parties concerned to the extent necessary
- Taking timely and appropriate corrective/remedial actions after the completion of the investigation. This may require subsequent monitoring of developments

We continue to encourage all of our staff members to report any cases of Sexual Harassment.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students and parents/guardians, the principal or designee (s) shall establish school rules governing student dress and grooming which are consistent with law and administrative regulations. NSLA's school dress code is regularly reviewed. NSLA has chosen a uniform dress code for students to follow whenever on campus which may not be altered in any way and must be worn properly.

Gang-affiliated clothing is prohibited.

The administration reserves the right to determine and update the dress code based on current trends.

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress-up days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing "gang-related apparel" if the governing board of the school district approves a plan that may be initiated by an individual school's principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months' notice to parents and the availability of resources to assist economically disadvantaged pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedures for safe ingress and egress of students, parents, staff, and visitors are provided through the handbook, orientations, assemblies, and social media. Parents/Guardians are informed of procedures for student drop-off and pick-up and given frequent reminders about traffic and campus safety. CSOs (Campus Safety Officers) and Administration assist families in crossing at designated places within the school boundaries. NSLA does not provide student transportation to and from school. Our families are informed of these procedures from the start.

The NSLA is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason violates this closed campus policy and is subject to disciplinary consequences.

Procedures for campus visitors and volunteers are outlined in the Parent-Student Handbook. Campus visitors must check in with school personnel in the main office. Office staff will verify pre-approval of campus visitors and provide visitors with appropriate identification. Upon verification, visitors will be issued a visitor badge and be required to sign in and out during the visit. School volunteers are required to complete the volunteer application process which includes, but is not limited to volunteer workshop, written application, TB test, and fingerprints. Upon clearance from Human Resources, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers are asked to drop their badge when checking out in the front office. Volunteers must check in with school personnel and sign in and out upon each visit.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School and Classroom Safety

Element:

Creating and maintaining a clean and safe school environment

Opportunity for Improvement:

During the 2026-2027 school year, lunch areas, restrooms, and classrooms will be well-maintained and litter free as evidenced by facilities, Campus Safety Officers, and administrator evaluations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create "pride of ownership" in students	HR Lessons re: lunchtime, passing period, and other unsupervised time expectations	Administrative Staff, Campus Security, Counseling Team, ASB, School Ambassadors, Teachers	Asst. Principals	Walk-throughs, anecdotal data from CSOs, Behavioral data (lunch detentions for littering, excessive mess, etc.)
Some teachers Create and implement recycling program	HR Lessons re: importance of recycling and a greener environment	Burrtec Waste Disposal Co., Facilities Dept.,	Facilities Director, ASB Director	Recycling funds collected, walk-throughs
Post banners that detail expectations in common areas	Order banners		Principial	Campus walk-throughs
Recycle-landfill-composting system	students separate trash before putting in designated bins	three designated bins placed inside cafeteria	custodian and students	Mrs. Rachel and walk-throughs

Component:

A safe social emotional learning environment will be established and maintained at NSLA.

Element:

School Climate

Opportunity for Improvement:

To empower students to show respect, make good decisions, and solve problems.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be able to identify the three school standards for student behavior by the end of 2025- 2026 school year	Teachers to honor students who demonstrate any of the three standards and other positive behaviors.	Assemblies and class visits	AP's	Positive phone calls made home each month
Increase student demonstration of Growth Mindset	Continue to students about Growth Mindset through daily messages and in class instruction	Suite 360	Administrative Leadership Team	student climate surveys, SEL survey data, attendance and discipline data
Increase opportunities for student leadership	Continue development of a strong student council program	Leadership courses (ASB, BSU, GSA, AVID and Ambassadors)	Advisors, Counselors	student rosters
Empower students to report dangerous and bully like behaviors/character counts	Utilize the anonymous reporting box for students to turn in information. Inform students during class meetings/assemblies about options for reporting.	Funding and training for school and community awareness Anonymous reporting boxes StopIt App	Counselor, Administration	Participation in Kindness week and monthly character count presentations
Character building and strengthening of school climate	creating events such as: spirit week, leadership day, kindness week, etc.	funded by ASB	School Counselors	student participation, student climate surveys, SEL survey data, attendance and discipline data.
Increase # of students practicing positive coping skills	Counselors will implement small groups related to anger management, positive conflict resolution, etc.	Suite 360, Second Step	Counselors	Climate surveys, behavior referrals
Athletics and Clubs	Athletic Director and advisors will continue to develop opportunities for students to engage and participate in sports and clubs.	equipment, staff, facilities, Vans, transportation	Athletic Director, Advisors and support staff	participation and achievements

Component:

NA

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Norton Science and Language Academy Student Conduct Code

Policies and procedures for student behavior and conduct will be developed by a site team and aligned to educational code and Lewis Center for Educational Research board policies on student conduct. The policies and procedures will also be written in the parent-student handbook.

Conduct Code Procedures

The faculty and staff at NSLA believe that a well-disciplined student body is essential for academic success. Norton has adopted the program CKH and continuously trains staff to make sure we make Norton Science and Language Academy a Remarkable School. Capturing Kids' Hearts is a relationship-centered program that helps schools create safe, inclusive learning environments by strengthening connections between students, staff, and families. Through intentional practices that build trust, empathy, and respect, the program fosters a culture where every student feels valued and heard. By emphasizing social-emotional skills, positive leadership, and personal responsibility, Capturing Kids' Hearts supports the development of compassionate, culturally aware, and globally minded citizens who are prepared to contribute positively to their communities and the world.

Each student is a unique individual with unique personal, social and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the students and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequence.

BEHAVIOR CODE:

Students are free to make their own choices as long as it doesn't create a problem for anyone else. In maintaining a safe and orderly educational environment, the following are some guidelines that staff and administration expect of students who attend NSLA:

1) NSLA 3 PERSONAL STANDARDS:

-Show respect, make good decisions and solve problems.

Students and staff work together to develop their CKH Social Contract at the beginning of the year to establish rules to be agreed upon everyone in the classroom.

2) Your actions, dress, words, and possessions may not cause a problem for anyone else. Problem actions include, but are not limited to:

- Use of inappropriate language
- Disrupting the learning of other students
- Touching, pushing, shoving, or hitting another student
- Not following a teacher or another adult's request/instructions Playing in the restrooms
- Chewing gum
- Littering and not keeping our campus clean
- Arriving at school late
- Not being prepared for class or not completing your homework
- Leaving the campus area
- Bringing electronic items to school.
- Not following the NSLA Dress Code

3) Students will be guided and expected to solve their problems without causing a problem for anyone else. If students can or choose not to solve their problem, the teacher, staff, and/or principal will set the consequences depending on the situation and the person involved. Staff members will use their best judgment based upon the information they have at the time.

4) If students and/or parents feel that the consequences are unfair, they may request a “due process” hearing. A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet and share information about the situation in question. In the event that this discussion provides additional information that sheds a different light on the situation or shows the consequence to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Students continue to be encouraged to follow the 3 personal standards all the time.

Classroom Discipline Plans

Each teacher will create an approach to managing discipline in their own classroom using CKH (Capturing Kids Hearts) and other tools such as Love and Logic. This set of core beliefs will be adhered to when dealing with issues and concerns in the classroom.

Use of Physical Force

The only times any school employee may physically restrain a student are:

1. The student is a danger to him/herself or others
2. There is a danger to property

EDC 49005.

The Legislature finds and declares all of the following:

(a) While it is appropriate to intervene in an emergency to prevent a pupil from imminent risk of serious physical self-harm or harm of others, restraint and seclusion are dangerous interventions, with certain known practices posing a great risk to child health and safety.

(b) United States Department of Education guidelines specify that the use of restraint and seclusion must be consistent with the child's right to be treated with dignity and to be free from abuse.

(c) Restraint and seclusion should only be used as a safety measure of last resort, and should never be used as punishment or discipline or for staff convenience.

(d) Restraint and seclusion may cause serious injury or long lasting trauma and death, even when done safely and correctly.

(e) There is no evidence that restraint or seclusion is effective in reducing the problem behaviors that frequently precipitate the use of those techniques.

(f) Pupils with disabilities and pupils of color, especially African American boys, are disproportionately subject to restraint and seclusion.

(g) Well-established California law already regulates restraint techniques in a number of settings, including general acute care hospitals, acute psychiatric hospitals, psychiatric health facilities, crisis stabilization units, community treatment facilities, group homes, skilled nursing facilities, intermediate care facilities, community care facilities, and mental health rehabilitation centers. These minimal protections should be provided to all pupils in schools.

(h) It is the intent of the Legislature to ensure that schools foster learning in a safe and healthy environment and provide adequate safeguards to prevent harm, and even death, to children in school.

(i) This article is intended to be read to be consistent with, and does not change any requirements, limitations, or protections in,

existing law pertaining to pupils with exceptional needs.

(j) It is the intent of the Legislature to prohibit dangerous practices. Restraint and seclusion, as described in this article, do not further a child's education. At the same time, the Legislature recognizes that if an emergency situation arises, the ability of education personnel to act in that emergency to safeguard a pupil or others from imminent physical harm should not be restricted.

(K) Hate Crime Reporting Procedures and Policies

To create a safe learning environment for all students, the school protects the right of every student to be free from hate-motivated behavior and promotes harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall focus on efficiently using district and community resources. The district shall provide age-appropriate instruction to help promote understanding and respect for human rights, diversity, and tolerance in a multicultural society and provide strategies to manage conflicts constructively. The CEO or designee shall ensure that staff receives training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures - Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or designee. Upon receiving such a complaint, the Principal/designee shall immediately investigate the complaint in accordance with the school-level complaint process/grievance procedures.

Harassment - A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with the law, Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, CEO designee, and/or law enforcement, as appropriate. As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

Active shooter training held in August 2022, scheduled again in 2024 but it was cancelled. Currently working on scheduling one at the beginning of 2026

Procedures for Preventing Acts of Bullying and Cyber-bullying

NSLA has developed a Bullying Prevention & Intervention Plan in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Bullying Prevention and Intervention Plan is reviewed and monitored by the Safety Committee.

BP 5131.2:

To the extent possible, LCER schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative Lewis Center for Educational Research school climate. Students shall be informed, through student handbooks and other appropriate means, of LCER and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the LCER shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The President/CEO or designee shall provide training to teachers and other school staff to raise

their awareness about the legal obligation of the LCER and its employees to prevent discrimination, harassment, intimidation, and bullying of LCER students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Based on an assessment of bullying incidents at school, the President/CEO or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

With input from families and staff, school leaders will assess the adequacy of current programs, review current policies and procedures, review available data on bullying, cyberbullying, and behavioral incidents, and assess available resources, including curricula, training programs, bullying assemblies, and behavioral health services. At least once every two years, LCER will administer a student survey to assess the school climate and the prevalence, nature, and severity of bullying in our school. Additionally, the LCER will annually report bullying incident data to the Board.

California Education Code sections 32261, 32265, 32270, and 48900 define bullying of students to include bullying committed by means of an electronic act and authorizes school officials to suspend or recommend for expulsion pupils who engage in bullying.

Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention Options:

1. School leaders, teachers, and staff will create safe environments and positive cultures for students.
2. We can educate students, each other, and families about the dangers of drug use and about how to prevent opioid misuse and addiction.
3. Many evidence-based prevention programs can be delivered in a school setting.
4. We can help mitigate risk factors that can make students vulnerable to engaging in dangerous behavior.
5. We can also boost protective factors and increase student engagement.
6. We will be prepared if an opioid overdose occurs on school grounds.
7. We support students in recovery and students whose family members are suffering from addiction.

(a) School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

(b) For purposes of this section, the following terms have the following meanings:

(1) "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

(2) "Auto-injector" means a disposable delivery device designed for the automatic injection of a premeasured dose of an opioid antagonist into the human body and approved by the federal Food and Drug Administration for layperson use.

(3) "Opioid antagonist" means naloxone hydrochloride or another drug approved by the Federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and has been approved for the treatment of an opioid overdose.

(4) "Qualified supervisor of health" may include, but is not limited to, a school nurse.

(5) "Volunteer" or "trained personnel" means an employee who has volunteered to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose, has been designated by a school, and has received training pursuant to subdivision (d).

(c) Each public and private elementary and secondary school in the state may voluntarily determine whether or not to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available at its school. In making this determination, a school shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to naloxone hydrochloride or another opioid antagonist and trained personnel. A private elementary or secondary school choosing to exercise the authority provided under this subdivision shall not receive state funds specifically for purposes of this subdivision.

(d)(1) Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed pursuant to subdivision (e), regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon. A benefit shall not be granted to or withheld from any individual based on his or her offer to volunteer, and there shall be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training. Any school district, county office of education, or charter school choosing to exercise the authority provided under this subdivision shall provide the training for the volunteers at no cost to the volunteer and during the volunteer's regular working hours.

(2) An employee who volunteers pursuant to this section may rescind his or her offer to administer emergency naloxone hydrochloride or another opioid antagonist at any time, including after receipt of training.

(e)(1) The Superintendent shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of paragraph (2). Every five years, or sooner as deemed necessary by the Superintendent, the Superintendent shall review minimum standards of training for the administration of naloxone hydrochloride or other opioid antagonists that satisfy the requirements of paragraph (2). For purposes of this subdivision, the Superintendent shall consult with organizations and providers with expertise in administering naloxone hydrochloride or another opioid antagonist and administering medication in a school environment, including, but not limited to, the California Society of Addiction Medicine, the Emergency Medical Services Authority, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, and others.

(2) Training established pursuant to this subdivision shall include all of the following:

(A) Techniques for recognizing symptoms of an opioid overdose.

(B) Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.

(C) Basic emergency followup procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the pupil's parent or guardian.

(D) Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

(E) Written materials covering the information required under this subdivision.

(3) Training established pursuant to this subdivision shall be consistent with the most recent guidelines for medication administration issued by the department.

(4) A school shall retain for reference the written materials prepared under subparagraph (E) of paragraph (2).

(5) The department shall include on its Internet Web site a clearinghouse for best practices in training nonmedical personnel to administer naloxone hydrochloride or another opioid antagonist to pupils.

(f) Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

(1) A description of the volunteer request stating that the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.

(2) A description of the training that the volunteer will receive pursuant to subdivision (d).

(3) The right of an employee to rescind his or her offer to volunteer pursuant to this section.

(4) A statement that no benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

(g)(1) A qualified supervisor of health at a school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall obtain from an authorizing physician and surgeon a prescription for each school for naloxone hydrochloride or another opioid antagonist. A qualified supervisor of health at a school district, county office of education, or charter school shall be responsible for stocking the naloxone hydrochloride or another opioid antagonist and restocking it if it is used.

(2) If a school district, county office of education, or charter school does not have a qualified supervisor of health, an administrator at the school district, county office of education, or charter school shall carry out the duties specified in paragraph (1).

(3) A prescription pursuant to this subdivision may be filled by local or mail order pharmacies or naloxone hydrochloride or another opioid antagonist manufacturers.

(4) An authorizing physician and surgeon shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for the issuance of a prescription or order pursuant to this section, unless the physician and surgeon's issuance of the prescription or order constitutes gross negligence or willful or malicious conduct.

(h)(1) A school nurse or, if the school does not have a school nurse or the school nurse is not onsite or available, a volunteer may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the naloxone hydrochloride or another opioid antagonist is used it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Naloxone hydrochloride or another opioid antagonist shall be restocked before its expiration date.

(2) Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector.

(3) A volunteer shall be allowed to administer naloxone hydrochloride or another opioid antagonist in a form listed in paragraph (2) that the volunteer is most comfortable with.

(i) A school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall ensure that each employee who volunteers under this section will be provided defense and indemnification by the school district, county office of education, or charter school for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) of Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

(j)(1) Notwithstanding any other law, a person trained as required under subdivision (d), who administers naloxone hydrochloride or another opioid antagonist, in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for his or her acts or omissions in administering the naloxone hydrochloride or another opioid antagonist.

(2) The protection specified in paragraph (1) shall not apply in a case of gross negligence or willful and wanton misconduct of the person who renders emergency care treatment by the use of naloxone hydrochloride or another opioid antagonist.

(3) Any public employee who volunteers to administer naloxone hydrochloride or another opioid antagonist pursuant to subdivision (d) is not providing emergency medical care “for compensation,” notwithstanding the fact that he or she is a paid public employee.

(k) A state agency, the department, or a public school may accept gifts, grants, and donations from any source for the support of the public school carrying out the provisions of this section, including, but not limited to, the acceptance of naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

Response Procedures for Dangerous, Violent, or Unlawful Activities

STAFF ACTIONS:

- Maintain school and classroom expectations for academic engagement and behavior.
- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to stop a student who chooses to leave campus physically. Note the student’s name and report to the Site Administrator for disciplinary follow-up

* Advise administration immediately

STUDENT ACTIONS:

- * In a violent situation, immediately notify the first available adult
- * Do not retaliate or take unnecessary chances
- * Move away from the area of agitation
- * Hold on to belongings to the extent that it is safe to do so
- * Do not pick up anything, and do not return for anything until receiving clearance.
- * Stay calm and reassure fellow students.
- * Share all relevant information with law enforcement, teachers, and school staff.
- * Follow directions from the site administrator, law enforcement, teachers, and school staff.
- * Do not perpetuate rumors or repeat unsubstantiated information.

Instructional Continuity Plan

In the event of an emergency that disrupts in-person instruction, NSLA has developed a comprehensive Instructional Continuity Plan to ensure ongoing communication with students and their families and to provide uninterrupted learning opportunities.

1. Student Access to Technology:

- a. Every student is issued a Chromebook or other device to facilitate remote learning.
- b. For families without reliable internet access, the school will provide mobile hotspots upon request to ensure connectivity.

2. Communication Systems:

The school utilizes multiple mass communication systems to maintain consistent contact with students and families.

These include and are not limited to:

- i. Student Information System, Infinite Campus
- ii. Remind for real-time messaging and reminders
- iii. Google Classroom as the primary platform for instructional delivery, assignments, and announcements.

3. Instructional Delivery:

- a. Teachers will utilize Google Classroom and Zoom as well as other approved digital tools to provide lessons, assignments, and assessments remotely.
- b. Virtual meetings, live instruction, and office hours may be conducted via same platforms to support engagement.

4. Support for Families:

- a. Technical support will be provided by LCER's I.T. Department to ensure families can effectively use the provided technology and platforms.
- b. Special education and counseling services will also use listed platforms to communicate with their current caseloads as well as to check in with students and their families regularly.
- c. Additional resources and instructions will be shared through multiple channels, including the school website, social media, and email, to assist families in navigating the transition to remote learning.

This plan ensures that learning continues seamlessly and that students remain connected to their teachers and peers during emergencies, reinforcing our commitment to educational excellence and student well-being.

In case technology is not available, the school will communicate pick-up times for paper packets. If needed, the paper packets may be delivered to students' homes.

In addition and in accordance with the amendments to California Education Codes 32282 and 46211, our school is committed to implementing attendance recovery programs that meet state requirements for generating Average Daily Attendance (ADA). These programs will maintain appropriate pupil-to-certificated teacher ratios to ensure instructional effectiveness and will provide content aligned with grade-level standards to support student learning. Attendance recovery sessions, such as Saturday School programs, will be conducted in a structured, classroom-based environment with direct instruction from certificated teachers. All attendance recovery efforts will be documented and reported in compliance with state regulations to ensure the integrity of instructional time calculations.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 03/18/2025 and adopted by Norton Science and Language Academy on May 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Norton Science and Language Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

1. - As practicable, NSLA Administration will reach out to families via Infinite Campus, Parent Square, automated phone dialer to communicate plan for specific emergency, which may include and is not limited to: Zoom instruction, in-person packet hand-out, in-person food distribution, in-person SEL services, etc.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Two way radios to communicate with most staff. Satellite phones to communicate with staff, parents and stake holders.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The remote learning safety plan for students with special needs includes clear procedures to identify those who require additional mental-health or academic support and to ensure timely, individualized intervention. Universal monitoring (attendance/engagement data, brief socio-emotional screeners, curriculum-based progress probes), teacher observations, and family check-ins are used to flag students. Flagged students receive prompt triage and are referred for targeted supports through NSLA's Student Success Team (SST) meetings, either in person or through virtual formats if appropriate. Tier 1 interventions (small-group in class instruction, check-ins, behavior modification strategies) will continue within the appropriate platforms while ensuring student safety. Tier 2 small group interventions are continued and documented through Rocket Lab to ensure continuity and progress monitoring remotely. Cases needing more intensive support are escalated to the school counselors, school psychologist, or special education teams for individualized plans, crisis support, family communication, measurable goals, and connections to community mental-health resources. Staff will continue to receive training to recognize remote warning signs so supports are coordinated, timely, and aligned with academic, social-emotional, and behavioral goals.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Norton Science and Language Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Norton Science and Language Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Norton Science and Language Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Communication Systems:

The school utilizes multiple mass communication systems to maintain consistent daily contact with students and families.

These include and are not limited to:

- i. Student Information System, Infinite Campus
- ii. Remind for real-time messaging and reminders
- iii. Google Classroom as the primary platform for instructional delivery, assignments, and announcements.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Student Access to Technology:

- a. Every student is issued a Chromebook or other device to facilitate remote learning.
- b. For families without reliable internet access, the school will provide mobile hotspots upon request to ensure connectivity.

Staff Access to Technology:

- a. Every teacher is issued a Mac Book or other device to facilitate remote instruction.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Methods of communicating and monitoring progress through multiple platforms such as: Zoom, Google Classroom, Parent Square, Infinite Campus. For students with technology barriers, we can still offer printed educational packets and resources as needed.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Services will continue to be provided electronically. Chromebooks, hot spots will be provided by the school. Printed dual language materials for EL students will be accessible for students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Norton Science and Language Academy will continue to implement and maintain all Individualized Education Programs (IEPs) in compliance with federal and state special education laws. During any safety-related incident or emergency, the school will ensure that students with IEPs continue to receive required accommodations, modifications, and services to the greatest extent possible while prioritizing student safety. Special education services may be provided through alternative methods or settings as necessary, including modified schedules, temporary service delivery adjustments, or alternative instructional environments, while remaining consistent with each student's IEP. Special education staff will collaborate with general education teachers, related service providers, administrators, and families to ensure continuity of services and monitor student progress. All IEP records will be securely maintained and required IEP meetings will continue to be held in accordance with timelines, either in person or through virtual platforms when appropriate. Norton Science and Language Academy is committed to maintaining compliance and ensuring equitable access to educational services for all students with disabilities.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

All communications will be in Spanish and English. NoTrton will provide an interpreter if needed. Teachers will include English supports in their lessons. Bilingual Tech help will be available. ELAC meetings will continue online with translation. NSLA will offer parent workshops on: Understanding ELPAC, Helping with reading at home, How reclassification works, Staff will check in with newcomer families to make sure they have what they need.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Teachers will continue to receive PD trainings electronically

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The LEA would ensure continued access to physical and mental health professionals by providing on line services, maintaining multilingual hot lines, and coordinating virtual appointments with nurses, counselors, psychologists and social workers.

Plans to provide access back-up, water and medicines in the event of an emergency.

The LEA will provide access to back up water by maintaining a supply of bottled water that is replenished on a regular basis. Prescription medication back ups currently on campus, will be distributed to students as necessary.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education support services will be provided via zoom and are outlined in each student's IEP. Access to food services will be communicated via all electronic means and will consist of grab and go meals.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

All stake holder groups have been included on the LEA safety committee and in the planning of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

The LEA must verify that all facilities are structurally safe, essential utilities are restored, and environmental hazards are eliminated. Additionally, health and safety protocols must be fully in place. These include, sanitation measures, emergency systems functionality, and adequate staffing; all to ensure a secure and operational learning environment for students and staff.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Norton Science and Language Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Norton Science and Language Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

- * At minimum on a yearly basis
- * Debrief after any major emergency

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Erika Agosto, Principal

Protocol details:

- 1.- Security kiosk checks in each vehicle entering campus.
- 2.- Security kiosk, upon confirming identity of officers and agency they are with, will begin to fill out form that has been prepared for this type of visit.
- 3.- While filing out form, security kiosk will radio front office to advise of visit. Once form is filled out, security kiosk will allow officers to proceed to front office only.
4. - Front office staff will immediately begin to fill out same form and advise administration of visit as officers make their way up to front office.
5. - When officers enter front office, they will be required to present ID, appropriate warrant or other documentation, and other pertinent identifying information (see front office form for specifics)
6. - Front office staff will make copies of all items named above and present copies to administration.
7. - While steps 3-6 are being implemented, administration will already have begun process of required notification to the following: Lisa Lamb, Lewis Center CEO who will immediately reach out to legal department.

If proper paperwork is presented by the officers:

8. - Parents and guardians or appropriate family members of person being requested will be contacted immediately.
9. - Officers will be asked to wait.

If proper paperwork is NOT presented by the officers:

8. - Officers will be turned away and asked to return with proper documentation.
9. - In the event of unlawful entry, a lockdown procedure will immediately commence.

Proceed to following steps when all interested parties (CEO, administration, and other members of exec. team) are ready with all details to share with required recipients.

10. An Infinite Campus notice will be sent out to all the school community to advise of the visit.
11. A meeting (in-person or Zoom) will be held to debrief with all staff will after this type of visit.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

All interested parties will be informed of such presence when CEO and principal are ready with all details to share with required recipients.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Norton Science and Language Academy will assess the situation, modify content of message, as needed, and inform different parties keeping in mind student safety and well-being.

Privacy Constraint

The notification shall not include any personally identifiable information.

Lewis Center to create a broad message to be sent out to parents/ guardians, staff, etc.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Staff email (via Outlook), Parent Square (via application), Infinite Campus Student Information System (via text, email)

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

add CHIRLA link, Christopher Vazquez 909)475-0687

https://docs.google.com/document/d/1J75Et-FZVRiLJ3hHu9HI2sMvBySFGwKlfuRM5I7NpuM/edit?usp=sharing_eil&ts=68fff4be

<https://docs.google.com/document/d/1J75Et-FZVRiLJ3hHu9HI2sMvBySFGwKlfuRM5I7NpuM/edit?tab=t.0>

(NSLA Resource guide)

Immigration resources : https://docs.google.com/document/d/1fs8JwzSj_YFGFs_OGwZJhdntQmEfm6yIQzTHn6PpSMI/edit?tab=t.0

Mexican Consulate, 909) 889-7846

Inland Collision for Immigrant Justice (ic4ij.org). 909) 361-4588

Immigration Raids Rapid Response Network (951) 345-4043

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Norton Science and Language Academy Safety committee meets multiple times each year to review and update its plan.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

Norton Science and Language Academy's Safety Plan is accessible for our community on our website.

One must go to "Quick Links," "school wide plans," and scroll down to find the Safety Plan.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Norton Science and Language Academy reviews its plan multiple times a year to ensure state mandated guidelines are followed and in compliance.

Safety Plan Review, Evaluation and Amendment Procedures

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by Norton Science and Language Academy School Safety Committee and presented to the School Site Council for site approval. The plan is submitted to the Lewis Center Board of Education for organizational approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

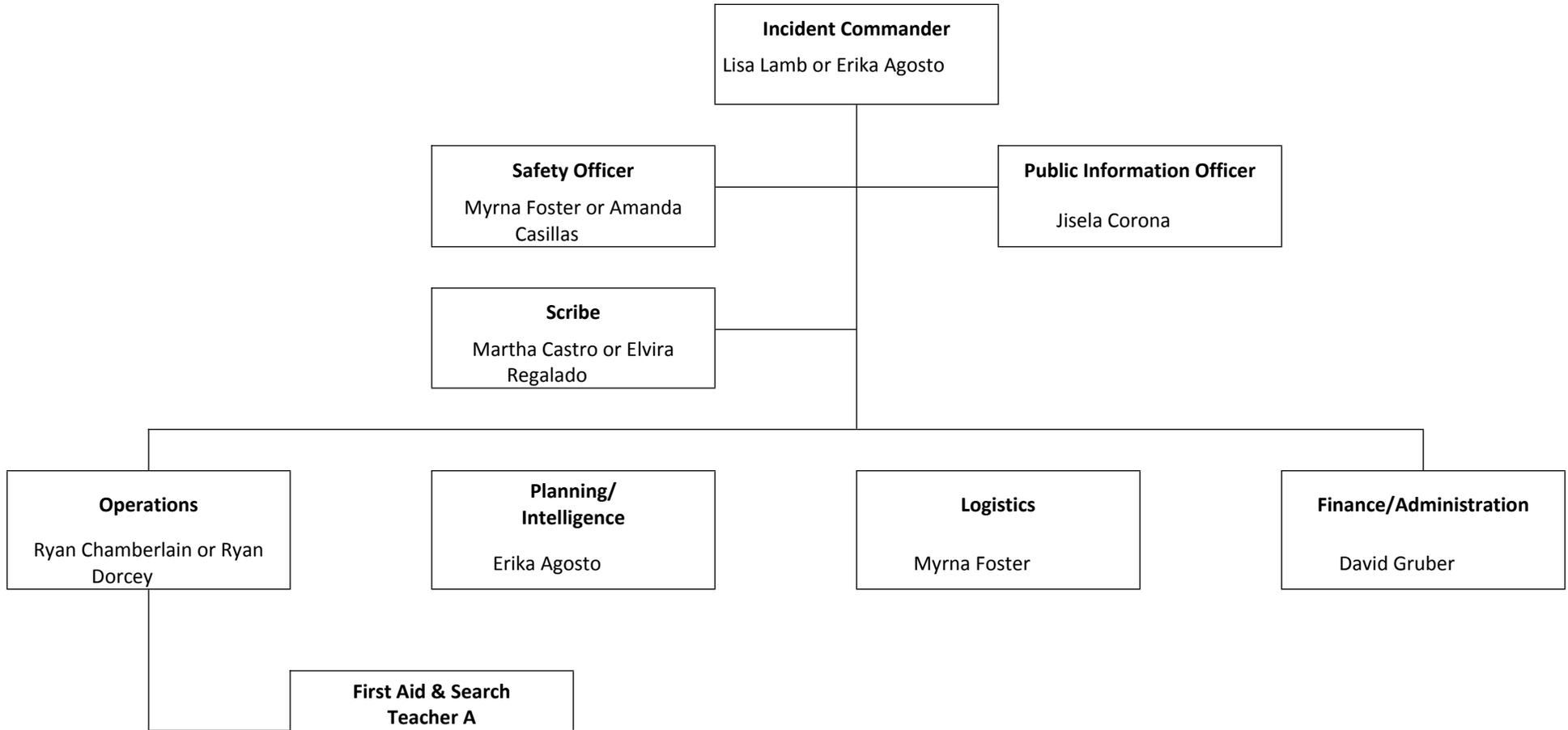
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	American Medical Response	909- 793-7646	Verified
Law Enforcement/Fire/Paramedic	San Bernardino Police Department	909-384-5742	Verified
Law Enforcement/Fire/Paramedic	San Bernardino Fire Department	909-884-7248	Verified
School District	SBCUSD- School Police	909-388-6130	Verified
Local Hospitals	Community Hospital of San Bernardino	909-887-6333	Verified
Local Hospitals	Saint Bernardine Medical	909-883-8711	Verified
Local Hospitals	Arrowhead Regional Medical Center	909-580-1000	Verified
Public Utilities	Edison	800-990-7788	Verified
Public Utilities	Hidden Eye	877-388-0052	Verified
American National Red Cross	American Red Cross	909-888-1481	Verified

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Police Walk-through & Safety Consult	October 2024	Conducted an audit of the facilities from a safety perspective with San Bernardino Sheriff's Department.
SBCUSD SRO Garcia (A.M. Duty) School tour and safety review	October 2022	NSLA admin met with SBCUSD school police to develop an MOU for the 2022-2023 school year.
SBCUSD SRO Latimore (P.M. Duty) School tour and safety review	September 2024	NSLA admin met with SBCUSD school police to develop an MOU for the 2024-2025 school year.
All-staff Safety Plan Review	August 2025	Training provided by LCER RN for blood-borne pathogens, AED, epipen administration. Training provided by LCER Psychologists on mental health resources and suicide prevention.
Back To School Night Parent Review	August 12 and 14, 2025	New and revised safety protocols presented to elementary and secondary parents for 2024-2025 school year.
Catapult EMS Training	August 2023	Staff retrained to use new EMS system
School Site Council Plan Review	February 24, 2025	The updated CSSP will be presented to SSC in February. The meeting agenda and minutes will be attached.
NSLA Active Shooter Training	August 31, 2022	NSLA classified and certificated staff participated in active shooter training provided by San Bernardino Sheriff's Department.
Title IX Training	October 3, 2023	LCER managers attended annual Title IX and Sexual Harassment training to inform practice and policy updates as needed.

Norton Science and Language Academy Incident Command System



First Aid Team: Julianna Teran*, Angélica Ramos, Daisy Mejía, Rodolfo Remigio, Eunise Rubio, Lilia Avila, Katherine Gomez, Ernesto Funaki, Timothy Albrecht, Raquel Garcia, Elia Chavez, Devon Crowder and John Powell

Search and Rescue Team: Teresa Monroy*, Jeovanni de Reza, Kendra Wagenhoffer, Dominic Chavira, Esmeralda Mendoza, Daniel Ruiz, Lupe Perez, Maria Vela, Vanessa Gomez, Carolina andrade, Anahi Gonzalez, Thomas Emick, Connor Ewing, Warren Licata.

**Student Release &
Accountability
TeacherB**

Request Gate Team: Angela Rodriguez*, Sophia Martínez, Brenda Cornejo, Kimberly Llamas, Brenda Toledo, Jessica Sepulveda.

Reunion Gate Team: Amanda Casillas*, Maria Funaki (RUNNERS) Diana Gomez, Donald Cox, Ruby Foster, Crystal Quintero, Yareth Quintana, Christopher Quiel, Crystal Gray.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Determining the type of emergency will assist the commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact.

Step Two: Identify the Level of Emergency

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, site administrators/commander will determine immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, gas leak, and utility leak or damage, etc

Step Four: Communicate the Appropriate Response Action

Administrators/commanders will communicate to the necessary emergency responders via phone, preferably a landline phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants, such as:

- Bell System
- Phone intercom system
- School Email
- Remind
- CatapultEMS

In addition, the Administrator/Commander will communicate with Lewis Center and outside stakeholder personnel via:

- Phone
- Email
- Text messaging
- CataPult

Lastly, a community communication plan will be created to notify families of incidents, pick-up procedures, or next steps through one or several methods:

- Infinite Campus Messenger
- Letter
- School messenger call out/email
- Postings on the website and all social media accounts
- Remind

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the airplane, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Animal Disturbance

Implement this procedure when any animal threatens the safety of the students and staff at NSLA.

IN THE EVENT OF AN ANIMAL DISTURBANCE, STAFF ACTIONS:

Alert Site Administrator

If the animal is outside, proceed with the SHELTER IN PLACE protocol. Keep students inside.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Armed Assault on Campus

ARMED ASSAULT ON CAMPUS/ACTIVE SHOOTER

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff from danger or send them to a secure area. Safety and survival must always be the foremost consideration.

STAFF ACTIONS:

If you see a person walking onto campus with a weapon, call 911 immediately, activate CatapultEMS, and then alert the Site Administrator or campus security.

If you have reason to believe there is a threat of violence on campus but have not directly witnessed it, alert the Site Administrator or campus security immediately.

Follow procedures for lockdown or evacuation as directed or as necessary

Plan for students "locked out."

STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:

Follow procedures for EVACUATION as directed by law enforcement and/or site administrator

The Reunion GateTeam will follow procedures to oversee reunification of students with parents or authorized adults

If necessary, the First Aide Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.

Staff assigned specific Incident Command roles will follow directives of the immediate ICS supervisor.

All staff will participate in staff debriefings.

Lockdowns:

- Lockdown
- Shelter in place

(Lockdown)

Use: This will be used in the event of a violent intruder or a situation that requires the immediate safety of our students.

Signal: Audible voice over the intercom. This signal will override any existing conditions, such as a fire alarm or regular bell schedule.

"Your attention, please. We are experiencing an emergency situation and need to lock down the school immediately.

Teacher, lock your doors and keep students inside until further notice: students or staff are to return to the nearest classroom or office."

If we fear for our lives, ignore all alarms and bells unless advised otherwise.

Responsibilities:

- Teachers will:
- Get outside students to a close, secure area.
- Immediately secure classroom door and windows – lock or/and barricade.

- Reduce visibility.
- Close any blinds available.
- Turn off lights.
- Instruct students to quietly get on the floor in a non-visible location away from windows and doors, against interior walls and under the cover of desks and tables.
- Take a head count of students and obtain names of those present.
- Use discretion regarding cell phone use (advise students to set on vibrate). Overuse will jam the cell towers.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Move your class to a far area of the field away from the threat of harm. As they move, have students walk/run in a “zigzag” pattern rather than in a straight line (to be used in the case of possible gunfire).
 - Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
 - If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom or drop and cover.
- Students will:
 - o Immediately get to the floor and to a non-visible location.
 - o Remain silent.
 - o Await instructions from teacher.
 - Move away from windows and doors.
 - Administration will:
 - o Communicate as necessary via email, phone etc.
 - o Establish communication with law enforcement including a set of keys.
 - o Establish an Incident Command Center (ICC).
 - o Employ communications and reunification procedures.
 - o Notify district and media.
 - o Prepare materials for emergency response personnel.
 - Other staff (maintenance, CSO’s, Office, etc.) will:
 - o Remain calm
 - o Decide whether to call 911 or Admin first.
 - o Call on a landline if possible, be prepared to give details
 - o Call the San Bernardino County Sheriff’s Department (909-473-3888) and San Bernardino County Superintendent of Schools (909-888-3228). Inform them of the lockdown. (If necessary and feasible).
 - o Take charge of any student walking on campus.
 - o Look for, and be aware of strangers on campus or in and around the parking lot area.
 - o Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.
 - o Write down/keep a log of any important information with time and location of occurrence (if feasible)

Shelter in Place

- Stay where you are at and keep your normal routine.

Use: This will be used in the event of a community safety concern that does not directly affect our site.

Signal: Audible voice over the intercom. This signal will override any existing conditions such as a fire alarm or regular bell schedule.

Responsibilities:

- Teachers will:

- o Get students who are outside into a secure area.
- o Immediately secure classroom door and windows – lock.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
 - If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom.
 - Students will:
- o Await instructions from teacher.
- Administration will:
- o Communicate as necessary via email, phone etc.
- Other staff (maintenance, CSO's, Office, etc.)
- o Remain calm
 - o Look for and be aware of strangers on campus or in and around the parking lot area.
 - o Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.
 - o Write down/keep a log of any important information with time and location of occurrence (if feasible)

Biological or Chemical Release

GAS LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

STAFF ACTIONS

If a gas odor is detected, notify the Site Administrator or security personnel immediately to move students from the immediate vicinity of danger.

Do not turn on any electrical devices such as lights, computers, fans, etc.

If EVACUATION is ordered, follow all appropriate procedures.

TOXIC AGENT

This incident involves discharging a biological/chemical substance in a solid, liquid, or gaseous state. Such incidents may include the release of radioactive materials. A toxic agent can be introduced through:

Postal mail

Ventilation system

Small explosive device

Parcel left unattended

Food supply

Aerosol release

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The material's nature and the incident's proximity to the school site will determine which emergency action should be implemented.

STAFF ACTIONS

Alert Site Administrator

If contamination is inside a specific classroom/area, evacuate students from the affected area immediately.

Otherwise, follow immediate response action as directed by the Site Administrator or Emergency Services personnel.

Follow standard student assembly, accounting, and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

Remain in a safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in the immediate area to leave the area

Close doors and restrict access to the affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

Bomb Threat/ Threat Of violence

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use the bomb threat checklist.
- Ask where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, and why the caller is doing this. (See Bomb Threat Checklist)
- Listen closely to the caller's voice, speech patterns, and noises in the background.
- After hanging up the phone, immediately dial *57 to trace the call. (It may be different on your phone system)
- At the same time you are speaking with the caller, try by any means to get the attention of someone nearby, notifying them that you are on the phone with a potential bomb threat. Have them notify the Administration immediately.

Incident Commander:

- Incident Commander or designee notifies law enforcement by calling 911.
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system: "LOCKDOWN/SHELTER IN PLACE....DO NOT USE RADIOS.....TURN OFF CELL PHONES IMMEDIATELY."

The Incident Commander and law enforcement agency will decide to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district CEO
- Ensure staff who received the call complete the Bomb Threat Checklist and give it to law enforcement officials.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes, and the outside assembly areas.
- If a suspicious item is located, notify law enforcement officials and order an EVACUATION, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, "DO NOT take personal belongings, coats or backpacks." Teachers and staff will leave their windows and doors open when exiting.
- Students and staff must be evacuated safely outside the school building(s). A MINIMUM of 1000 Feet is the general rule. Consult with Fire and Police officials.
- Arrange for someone who found a suspicious item to talk with a law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- The Incident Commander will notify staff and students of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the Incident Commander or Search Team members.
- If a suspicious item is found, do NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to the assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate that a student or staff is missing or you need immediate assistance.

*Be prepared to report the names of any missing persons to the school administration.

- Keep your class together at the assembly area until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

Bus Disaster

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key, and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, the exact location, the number of injured and type of injuries, and the school district or bus company name, and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:

o Who

o What

o When

o Where (location)

o Why and needs

- Do not discuss details of the accident with the media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow the school district/bus company policy and instructions on moving, returning, or delivering students.

Incident Commander:

- Dispatch the school administrator or designee to the accident location.
- School official(s) at the scene will assess the needed support level and convey this to the Incident Commander and CEO's office.
- Incident Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The Incident Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

CEO

- If multiple hospitals are used, the CEO's office will send an administrator to each hospital.

- The CEO or designee will notify the parents/guardians of the students involved and, if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess the counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same-day distribution, if possible.

Note: NSLA doesn't bus its students. NSLA currently only use busses for field trips and Vans for sports sometimes.

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform staff, local law enforcement, and the parent community. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

STAFF ACTIONS:

- Maintain school and classroom expectations for academic engagement and behavior.
- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to stop a student who chooses to leave campus physically. Note the student's name and report to the Site Administrator for disciplinary follow-up

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult

Do not retaliate or take unnecessary chances

Move away from the area of agitation

Hold on to belongings to the extent that it is safe to do so

Do not pick up anything, and do not return for anything until receiving clearance.

Stay calm and reassure fellow students.

Share all relevant information with law enforcement, teachers, and school staff.

Follow directions from the site administrator, law enforcement, teachers, and school staff.

Do not perpetuate rumors or repeat unsubstantiated information.

Earthquake

During an earthquake the major threat of injury comes from falling objects, glass shards, and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions, and shelves then take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

At first, upon recognizing seismic activity, instruct students to move away from windows.

Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables.

With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the head and neck with the other arm.

Move as little as possible. If someone cannot find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.

After the shaking stops, it is safe to check for injuries and render first aid.

Do NOT move injured students unless not doing so would place students in further danger.

Remain in position until an "all-clear" signal is given by the Site Incident Commander or emergency personnel.

Use the buddy system to remain with injured students.

If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.

Submit Classroom Status Report to Command Post according to site protocol.

Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Site Incident Command.

Avoid evacuation routes with heavy architectural ornaments over the entrances.
Do not return to the building.
DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
Stay alert for aftershocks.
DO NOT re-enter the building until inspected and determined safe by authorities.

OUTSIDE BUILDINGS

STAFF ACTIONS:

Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.
DROP AND COVER in the DROP, DUCK, COVER, AND HOLD ON procedures.
Place the head between the knees; cover the back of the neck with arms and hands.
Any person in a wheelchair should find a clear spot, lock the wheels, and, if possible, place the head between the knees. Cover the back of the neck with your arms.
Remain in place until the shaking stops or for at least 20 seconds.
Each time an aftershock is felt, DROP AND COVER
After shaking stops, check for injuries and render first aid.
Report injury and damage status to the Command Post according to site communications protocol.
Continue to follow the directives of the Incident Commander.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

STAFF ACTIONS:

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON.
Check for injuries and render first aid.
If an explosion occurs inside the classroom or classroom block, EVACUATE to the outdoor assembly area immediately.
Do not move injured students unless doing so would place students in further danger.
Use the buddy system to remain with injured students.
If the directive is to EVACUATE, follow all EVACUATION procedures.
Do not stop to collect belongings. Leave the door unlocked.
Keep students and staff safe from the building(s) and away from fire-fighting equipment.
Do not return to the building until it is safe to do so.
If an explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions.
Keep students at a safe distance from the site of the explosion.

Fire in Surrounding Area

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by the location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE OFF-SITE

STAFF ACTIONS:

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site.
Follow all EVACUATION procedures.
Do not stop to collect belongings. Leave the door unlocked.
Stay calm. Maintain control of the students safely away from the fire and fire fighting equipment.
Remain with students until the building has been inspected and it has been determined safe to return.
If the directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions.

Fire on School Grounds

A fire on school grounds can threaten school buildings and endanger students and staff. Response actions are determined by the location and size of the fire and the likelihood that it may endanger the school community.

FIRE ON-SITE

STAFF ACTIONS:

1. As directed, evacuate students using primary or alternate fire routes from the building.
2. Follow all EVACUATION procedures.
3. Maintain control of the students safely away from the fire and fire fighting equipment.
4. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur due to the failure of a dam or levee. If the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

STAFF ACTIONS:

1. Follow the Site Administrator's directive to EVACUATE or SHELTER IN PLACE.
2. Remain with and supervise students throughout the duration of the incident.
3. Do not walk through moving water. Six inches of moving water can cause a fall.
4. If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.
5. Upon arrival at the safe site, implement Student/Staff Accountability procedures.
6. Report missing students to Incident Command Staff.
7. Do not return to the site until it has been inspected and determined safe by authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving water, power, or other utility issues on school grounds. This procedure should also be used in the event of discovering a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power in the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE or EVACUATE BUILDING.
3. The School Administrator (or designee) will notify the different utility departments (agencies) and provide the emergency's location and nature. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The School Administrator will notify the Lewis Center of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
7. Besides the above mentioned procedures, the Incident Commander will implement the following plans if utilities are disrupted.
 - A. Plan for a Loss of Water:
Toilets: 5-gallon buckets with a tent in each classroom.
Food Service: No stored food / Limited food in the cafeteria.
 - B. Plan for a Loss of Electricity:
Emergency Light: Flashlight in each classroom. (I am working on getting one for each class)
 - C. Plan for a loss of Communication
Telephone Service:
Each administrator carries a cellular phone and radios.
CSO's (proctors) carry radios.

Facilities carry radios.

Motor Vehicle Crash

STAFF ACTIONS:

1. Notify the Principal or designee.
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE students to a safe assembly area away from the crash scene if necessary.
4. If an evacuation is necessary, take classroom emergency backpacks (including class rosters) to the safe assembly area. Red and Green cards.
5. Report missing students to the principal/designee and emergency response personnel.
6. Check for injuries and render first aid if necessary.
7. Escort students back to the school site when emergency response officials have inspected and determined it is safe to return to the building.

Pandemic

During the pandemic of 2020 Norton Science and Language Academy developed a system to support students academic needs. All students 3rd to 12th grade are equipped with a one to one device that will be used to participate in remote learning. TK - 2nd grade students will be provided packets on a weekly basis and check in with their teachers via zoom on their iPads.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning.

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting students' and staff's emotional and psychological needs.

Procedure

1. The School Administrator will establish a Psychological First Aid Team, which is primarily responsible for providing necessary assistance after all crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the Principal or designee will notify the San Bernardino County Superintendent of Schools.
5. The Psychological First Aid Team will advise and assist the Principal or designee in restoring regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury, and death.
7. The Psychological First Aid Team will provide ongoing needs assessment and follow-up services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students, however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services.

When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

Norton Science and Language Academy School Plan Suicide Prevention, Intervention, and Postvention

Norton Science and Language Academy recognizes that youth suicide is a serious problem across the state of California, where an average of two young people under 25 die by suicide every week and as many as one out of five students have seriously considered suicide in the last year. Norton Science and Language Academy recognizes that, as The California Strategic Plan on Suicide Prevention: Every Californian is Part of the Solution states, a full range of strategies, starting from prevention and early intervention, should be targeted to Californians of all ages. NSLA believes that the school plays a unique and important role in the prevention of youth suicide in our community.

These policies and procedures outline NSLA's approach to youth suicide prevention, intervention, and postvention. This policy shall be available to all staff and reviewed and updated at the beginning of each school year.

PREVENTION

Norton Science and Language Academy recognizes that suicide prevention is most effective when students, staff, parents, and community members have adequate information about prevention. With this in mind, the following will be provided annually depending on staff and family retention.

FOR STAFF

Review of these policies and procedures before or near the beginning of the school year

Training for all teachers, school health staff, and other staff, including the following information:

Background on the scope of the problem of youth suicide

Information about the signs of stress and depression and where to send students for help

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about how to intervene when a student presents signs of suicidal thinking

Access to written copies of this policy in hard copy in the main office, intranet, school website, and student handbooks. Norton Science and Language Academy will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at <http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with staff.

FOR STUDENTS

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small-group suicide prevention programming for students.

At least once per semester, (school support staff such as school counselors or health staff) will visit students in their classrooms to remind them of resources within the school.

Norton Science and Language Academy recognizes that it is not a safe practice to teach suicide prevention in assemblies or other large gatherings and that prevention education should be taught in classrooms or other small group settings.

FOR STUDENTS' FAMILIES

In partnership with the PTA and/or other parent/community organizations, an annual training including the following:

Background on the scope of the problem of youth suicide

Information about the signs of stress and depression and a parent's role in helping

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about parenting and communication strategies for suicide prevention

Information about when and how to intervene when signs of suicidal thinking appear

Resources in the school and community for families that need help

Written information about suicide prevention will be included in the packet sent to students' families at the beginning of the school year.

Norton Science and Language Academy will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at <http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with families.

INTERVENTION

From time to time, it will come to a staff member's attention that a student is experiencing a crisis that may include suicidal thinking or behavior. The following procedures will be observed when this occurs:

Assessing the scope of the crisis and the risk of suicide

If the information comes directly from the student, expressed either verbally or through behavior, the staff member will obtain basic information from the student about the crisis. The staff member will then share this information verbally with a member of the student support team, in the presence of the student and with the student's participation whenever possible.

Pending, School Psychologist

M. Marino, SEL Counselor

M. Kwappenberg, School Counselor

Kristy Wilson, Coordinator of Student Support Services

Myrna Foster, Assistant Principal

Amanda Casillas, Assistant Principal

Erika Agosto, Principal

If the information comes from another person, such as a peer or a parent, the staff member will refer the situation to a student support team member, who will immediately schedule a meeting with the student.

The support team member will further discuss the situation with the student to obtain information about the crisis and assess their needs.

If the student reveals mental health concerns and/or suicidal ideation, the support team member will perform a suicide risk assessment using the COLUMBIA-SUICIDE SEVERITY RATING SCALE (C-SSRS)

Here is a link:

https://cssrs.columbia.edu/wp-content/uploads/C-SSRS_Pediatric-SLC_11.14.16.pdf

Response to identified suicide risk

If there is an immediate risk of harm to the student's self or others (for example, a suicide attempt in progress), the support team member will contact the student's parent or guardian, as stated in the Parental Notification and Involvement section, and will assist the family with an urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases, it will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

**** The student must not be left alone while awaiting first responders.**

If there is a high risk, the support team member must remain with the student and provide a safe, calming environment. The support team member will notify the student's guardian(s) that they should come to the school and will notify the building administrator. If the student's guardian(s) are unavailable or unable to come to the school:

A student age 13 or older may independently consent to a range of mental health services (see below).

If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact.

If a responsible adult cannot be located within a reasonable amount of time, the student may be transported to the nearest ER for evaluation.

With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest hospital for evaluation. The building administrator must be notified if the student will be leaving the school grounds.

If there is moderate risk, the support team member must remain with the student and provide a safe, calming environment. The student's guardian(s) will be contacted to come to the school before the end of the school day. In the event that the guardian(s) cannot be reached or are unsupportive:

A student age 13 or older may independently consent for a range of mental health services (see below).

If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact.

With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest ER for evaluation. The building administrator must be notified if the student will be leaving the school grounds.

A student at moderate risk who is willing to commit in the presence of her or his guardian to staying safe until the next school day will create a safety plan using:

The safety plan: <https://docs.google.com/document/d/1VqmcRUC2GB6uM0YeW3-xSQUscO3pIHEWUddWz4HPgyE/edit?tab=t.0>

This process may be revisited at the beginning of the next school day, and a new safety plan drafted.

If there is low risk, the support team member will work with the student to describe the situation to her or his guardian(s). The student will commit to staying safe until the next school day and will create a safety plan using the safety plan template. The existence of which will be disclosed to her or his guardian(s). This process may be revisited at the beginning of the next school day, and a new safety plan may be drafted.

If a student remains in school but has missed class time or the crisis is affecting their school performance, the support team member will discuss with the student and, if applicable, the student's guardian what should be shared with the student's teachers. This may include the nature of the crisis, the safety plan accommodations, and the support the student will need. This information should be shared with the student's teachers in a confidential manner that will not be seen or overheard by other students or staff.

Out-Of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

Call the police and/or emergency medical services, such as 911.

Inform the student's parent or guardian.

Inform the school Coordinator of Student Support Services and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the

student.

Re-entry

If a student has missed one or more days of school because of a suicidal crisis (for example, because of inpatient hospitalization or emergency expulsion, the student's re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school.

A school-employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers

The parent or guardian will provide documentation from a mental health care provider that the student has undergone an examination and that they are no longer a danger to themselves or others.

During the meeting, the team will discuss how to support the student in phasing back into normal school life. Depending on the student's situation, this could include accommodations such as beginning with a lighter course load or workload.

The designated staff person will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school-employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

Norton Science and Language Academy recognizes that suicide is a crisis that affects the entire school community. In the event of a student's death by suicide, it is critical that the school's response be swift, consistent, and intended to protect the student body and community from suicide contagion.

Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

Verify the death.

Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or the police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Assess the situation.

The crisis team will meet to prepare the postvention response, consider how severely the death will affect other students, and determine which students will most likely be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Share information.

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the

news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion.

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Norton Science and Language Academy recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include:

A student-led suicide prevention initiative supervised by one or more faculty members;

A donation or fundraiser for a local crisis service or mental health care provider;

Participation as a school in a local suicide awareness event;

Hosting a suicide prevention or postvention training for students, staff, and/or families;

Placing printed prevention resources in the school.

Initiate support services.

Students identified as being more likely to be affected by the death will be assessed by a school-employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans.

Norton Science and Language Academy recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include:

A student-led suicide prevention initiative supervised by one or more faculty members;

A donation or fundraiser for a local crisis service or mental health care provider, such as

Participation as a school in a local suicide awareness event;

Hosting a suicide prevention or postvention training for students, staff, and/or families;

Placing printed prevention resources in the school.

External Communication

The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

a) Keep the LCER Suicide Prevention Coordinator and CEO informed of school actions relating to the death.

b) Prepare a statement for the media, including the death facts, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.

c) Answer all media inquiries. If suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Days After Postvention

Well, after the loss of a student to suicide, the school will be mindful of anniversaries, such as the anniversary of the death, the student's birthday, the date the student would have graduated, etc. Students identified as at risk will also receive extra support and observation during these times.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of the contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and restrict access to the area.
2. The School Administrator will notify "911", the County Department of Health Services 909-356-673, Lewis Center, and the Office of Environmental Health and Safety 800-442-2283 if any contaminated food or water has been ingested.
3. The School Administrator will list all potentially affected students and staff and provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will call the San Bernardino Fire Department, which will conduct an onsite review to determine necessary follow-up actions, including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify EHS San Bernardino County
9. The School Administrator will notify parents of the incident as appropriate.

Tactical Responses to Criminal Incidents

Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and a representative of an employee bargaining unit if he/she chooses to participate. Existing law requires any vote to approve the tactical response plan to be announced in an open session following a closed session. Existing law provides certain protections from disclosure for this tactical response plan. This information shall not be made available to the public.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b)(1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
- (A) The principal or the principal's designee.
- (B) One teacher who is a representative of the recognized certificated employee organization.
- (C) One parent whose child attends the school.
- (D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) This article does not limit or take away the authority of school boards as guaranteed under this code.

(d)(1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e)(1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) This subdivision does not create any liability in a school district or its employees for complying with paragraph (1).

(f)(1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a comprehensive school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) This subdivision does not preclude the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) This subdivision does not reduce or eliminate the requirements of Section 32282.

Unlawful Demonstration or Walkout Unlawful Demonstrations or Walkouts

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate Catapult Emergency Notification if not already activated.
3. The Principal or designee will call SBCP to request assistance and provide the details of protest/walkout.
4. Administration and available CSO's will immediately proceed to the demonstration location or to the egress point students are headed towards to monitor student ingress and egress. Administration and available CSO's will video record students as they exit. The egress point should not be locked down, as a blocked exit/entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, CSOs, in consultation with the Principal or designee, will designate appropriate staff members to accompany them and continue video recording to best document students' actions while off-campus. These staff members will attempt to guide/positively influence students' actions while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass if windows are broken by closing drapes and/or blinds.
7. The Principal or designee should proceed in good judgment based on police or other legal advice in taking action to control and resolve the situation.
8. The Principal or designee will notify parents of the incident.
9. Administration, CSOs, and involved personnel will debrief the incident making sure to properly record the details of the protest/walkout including names of all students that walked out (as evidenced by video footage); detailed description of students' actions (include details from all video footage as well as adult witness accounts)

Emergency Evacuation Map

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: February 23, 2026

Title: LCER Ambassador Field Trip to Sacramento, CA March 30 – April 2, 2026

Presentation: Consent: X Action: Discussion: Information:

Background: The Lewis Center for Educational Research Student Ambassadors are traveling to Washington D.C. in the spring to meet with our legislators and NASA HQ. These visits will help them in their pivotal role in shaping people’s perceptions when discussing educational issues with our stakeholders.

Students: 17

Adults: 4 (3 female, 1 male)

Transportation: School Reserved Vans

Lodging: Embassy Suites by Hilton Sacramento Riverfront Promenade

Possible Activities: Advocacy visits with legislators
Historical Sites

Fiscal Implications (if any): LCER Ambassadors raising funds for trip

Impact on Mission, Vision or Goals (if any): Supports the Lewis Center mission to “prepare students for success in a global society”.

Recommendation: Approve the LCER Ambassador Field Trip to Sacramento, CA

Submitted by: Lisa Lamb, President/CEO

Washington D.C. Trip
March 30 - April 2, 2026

- Travel Arrangements
 - School reserved vans from school sites (AAE/NSLA) to Sacramento, CA
 - Embassy Suites by Hilton Sacramento Riverfront Promenade

- Chaperones
 - Mrs. Lamb
 - Mrs. Gonzalez
 - Mrs. Corona-Gonzalez
 - Mr. Corona-Gonzalez

- Potential Itinerary
 - Legislative Visits
 - Capitol Tour
 - California State Capitol Museum
 - Old Sacramento Waterfront
 - California Department of Education
 - California State University, Sacramento
 - Memorials/Monuments
 - Leland Stanford Mansion
 - California State University, Davis



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only	
Date/Time Submitted:	
Initials:	
Transportation Booked:	
Initials:	
Calendared:	
Initials:	

Date Submitted: 02/11/2026

Requested by: Samantha Gonzalez

Phone: ext. 201

Overnight, Out of State or Water Yes No →

If yes, Board Approval is Required 3 months prior to the trip. Submit This Form with a Board Cover Sheet and Itinerary or List of Activities*

Activities? Date(s) of Trip: 03/30-04/02/26

Destination: Sacramento, CA

Number of: Students 17 Staff 3

Grade Level(s): Ambassadors (11-12)

Estimated Number of Volunteers** 1

School Departure Time: TBD

Destination Arrival Time: TBD

Destination Departure Time: TBD

School Return Time: TBD

Specific Learning Objectives of Trip: _____

Students will meet with legislators to advocate for quality education, visit the California Department of Education, visit college campuses, and visit historical sites. Supports the LCER mission to prepare students for success in a global society.

Funding Source (check all that apply)

- ASB/Club Funds Name of Club: _____
- Grade Level Funds What Grade Level: _____
- Fundraising/Donations
- Budget Code: 100-5010-5327-1120 and 100-5010-5410

Transportation (check all that apply)

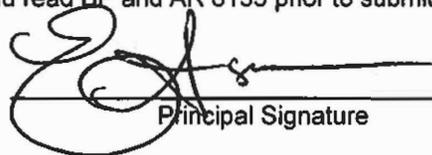
- Private Vehicle*** Public Transportation Plane Train Boat Other: _____
- Bus Number of buses _____ If bus, Student Activities Coordinator has been informed bus is needed

Lodging (check all that apply)

- On Campus Hotel AirBnB Other: _____

I have followed the Checklist and read BP and AR 6153 prior to submitting this form: _____

Approved? Yes No


Principal Signature


Requestor Signature
Date: 2/11/26

* Itinerary or List of Activities must be attached if overnight, out of state or water activities
** Non-staff chaperones must be approved volunteers
*** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only	
Date/Time Submitted:	
Initials:	
Transportation Booked:	
Initials:	
Calendared:	
Initials:	

Date Submitted: 02/11 / 2026

Requested by: Samantha Gonzalez

Phone: ext. 201

Overnight, Out of State or Water Yes No

If yes, Board Approval is Required 3 months prior to the trip. Submit This Form with a Board Cover Sheet and Itinerary or List of Activities*

Activities? Date(s) of Trip: 03/30-04/02/26

Destination: Sacramento, CA

Number of: Students 17 Staff 3

Grade Level(s): Ambassadors (11-12)

Estimated Number of Volunteers** 1

School Departure Time: TBD

Destination Arrival Time: TBD

Destination Departure Time: TBD

School Return Time: TBD

Specific Learning Objectives of Trip: _____

Students will meet with legislators to advocate for quality education, visit the California Department of Education, visit college campuses, and visit historical sites. Supports the LCER mission to prepare students for success in a global society.

Funding Source (check all that apply)

- ASB/Club Funds Name of Club: _____
- Grade Level Funds What Grade Level: _____
- Fundraising/Donations
- Budget Code: 100-5010-5327-1120 and 100-5010-5410

Transportation (check all that apply)

- Private Vehicle*** Public Transportation Plane Train Boat Other: _____
- Bus Number of buses _____ If bus, Student Activities Coordinator has been informed bus is needed

Lodging (check all that apply)

- On Campus Hotel AirBnB Other: _____

I have followed the Checklist and read BP and AR 6153 prior to submitting this form:


Requestor Signature

Approved? Yes No 
Principal Signature

Date: 02/11/2026

* Itinerary or List of Activities must be attached if overnight, out of state or water activities
 ** Non-staff chaperones must be approved volunteers
 *** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

Lewis Center for Educational Research Board
Agenda Item Cover Sheet

Date of meeting: ^{Feb. 23} ~~January 26~~, 2026

Title: **Whale Tail Grant for 11th Grade**

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background:

This trip would be for a small cohort of 11th grade students that go through an application process and are selected to participate. We would be travelling to the California coast (likely partnering with Crystal Cove Conservancy) and participating in a writing retreat designed to support narrative/analytical writing skills, environmental observations, and reflective composition. The goal is to have each student complete an anthology of writing and create a presentation for our school and/or community to reflect on the growth that occurred and encourage better environmental conscientiousness for other students and community members.

The project would involve approximately 15 students and two chaperones and would be contingent upon external grant funding, student interest, and administrative approval. We wouldn't move forward with this trip if the grant is not offered by the Whale Tail organization to whom the full proposal was submitted.

Fiscal Implications (if any):

All funds would be approved through the grant.

Impact on Mission, Vision or Goals (if any):

This project supports our school's mission by providing students with experiential, standards-aligned learning opportunities that help strengthen their critical thinking, writing skills, and real-world application of academic abilities.

The retreat emphasizes academic excellence, student engagement, and enrichment beyond the classroom, aligning with our goals of preparing students for future learning and growth.

Recommendation:

Submitted by: **Emily Thielen**



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only	
Date/Time Submitted:	
Initials:	
Transportation Booked:	
Initials:	
Calendared:	
Initials:	

Date Submitted: 1/23/2026

Requested by: Emily Thielen

Phone: 760-694-2630

Overnight, Out of State or Water Activities? Yes No

If yes, Board Approval is Required 3 months prior to the trip. Submit This Form with a Board Cover Sheet and Itinerary or List of Activities*

Date(s) of Trip: 5/29/2026- 5/31/2026

Destination: Crystal Cove Conservancy
5 Crystal Cove, Newport Coast, CA 92657

Number of: Students 15 Staff 1

Grade Level(s): 11th

Estimated Number of Volunteers** 1

School Departure Time: Friday, May 29, 2026 - 8:00 am

Destination Arrival Time: 10:00 am

Destination Departure Time: Sunday, May 31, 2026 - 10:00 am

School Return Time: 2:00 pm

Specific Learning Objectives of Trip:

The Waves of Words project will take 11th-grade students to the California coast for a writing retreat combining environmental observation with creative expression. Guided by their English teacher and local coastal educators, students will participate in journaling, writing workshops, and place-based reflection activities. Their experiences will be shared through a student-created digital anthology and school/community presentation.

Funding Source (check all that apply)

- ASB/Club Funds Name of Club: _____
- Grade Level Funds What Grade Level: _____
- Fundraising/Donations (Fully Grant Funded)
- Budget Code: _____

Transportation (check all that apply)

- Private Vehicle*** Public Transportation Plane Train Boat Other: Rental Van/Car
- Bus Number of buses _____ If bus, Student Activities Coordinator has been informed bus is needed

Lodging (check all that apply)

- On Campus Hotel AirBnB Other: _____

I have followed the Checklist and read BP and AR 6153 prior to submitting this form: Emily Thielen
Requestor Signature

Approved? Yes No Chris
Principal Signature

Date: 1-30-26

* Itinerary or List of Activities must be attached if overnight, out of state or water activities
** Non-staff chaperones must be approved volunteers
*** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

Waves With Words Itinerary: May 29 - 31, 2026

Below is a breakdown of the proposed itinerary for the trip:

Friday, May 29: Arrival + Writing Retreat Focus

(Writing-centered day)

8:00 AM Depart Apple Valley

- Travel time (students encouraged to journal, read mentor texts, and/or rest)

10:00 – 10:30 AM

- Arrival at Crystal Cove
- Orientation, restroom break, unload supplies
- Review expectations, safety norms, and weekend goals

10:30 AM – 12:00 PM

Writing Session I

- Guided sensory walk around the coastline area near the cottages
- Students complete structured observation notes (sound, motion, texture, light)

Have a teacher-provided mini-lesson on translating observations into precise diction/imagery/etc.

- Short reflective writing time (1–2 pages) and/or poetry options

12:00 – 1:00 PM

Lunch

Picnic Style by the Beach

- Talks about first impressions/observations
- Informal discussion on nature and teacher-provided topics and open ended questions

1:00 – 2:30 PM

Writing Workshop II

- Study excerpts from coastal/nature/environmental writers (Joan Didion, John Steinbeck, Henry David Thoreau, etc.)

- Focus on imagery, syntax, tone, and rhetorical choices (building on classroom knowledge and previous learning)
- Students collaborate and vote/decide on specific ideas to write about
- Break off into small groups to focus on a particular rhetorical strategy and write individual poems/short writes on them
- Come back to a full group and share student writing/pieces

2:30 – 3:30 PM

Independent Writing Time

- Students now choose a specific writing focus: (narrative, reflective essay, or poetry) and complete an individual writing piece on their own
- Teacher conferencing and light peer feedback during this time to check on their progress from Day One and give ideas for Day Two

3:30 – 5:30 PM

- Group Activities/Games
- Solo Reading/Creativity Time
 - Students will have opportunities to engage in mentally stimulating crafts, activities, and/or hands on experiences
- Get ready for Dinner

5:30 – 6:30 PM

- Dinner

6:30 – 7:30 PM

Evening Reflection Circle

- Students share selected excerpts (voluntary)
- Socratic Seminar type of discussion on how places can shape our voice and perspective
- Quiet sunset writing prompt

7:30 – 9:00 PM

- Wind-down, journaling, preparation for next day
-

Saturday, May 30: Field Trip + Deep Dive Focus

(More structured, academically rigorous day)

7:45 – 8:45 AM

- Breakfast
- Get ready for the day

9:00 – 12:00 PM

Marine Protected Area Science Expedition (Crystal Cove)

- Guided coastal/boat-based field study
- Focus on coastal dynamics, conservation, and human impact
- Students take structured notes for later analytical writing

12:00 – 1:00 PM

- Lunch

1:00 – 2:30 PM

Writing Workshop III: Synthesis & Analysis

- Mini-lesson: connecting experiential learning to analytical writing (yesterday to today)
- Students begin a short analytical piece:
 - *How do direct observations and expert knowledge deepen our understanding of environmental issues? What specific issues would we like to focus on/learn more about?*

2:30 – 3:30 PM

- Peer feedback using clear criteria
 - Focus on clarity, evidence, and rhetorical purpose
- Teacher supported instruction and overview of previous writing pieces

3:30 – 5:30 PM

- Group Activities/Games
- Solo Reading/Creativity Time
 - Students will have opportunities to engage in mentally stimulating crafts, activities, and/or hands on experiences
- Get ready for Dinner

5:30 – 6:30 PM

- Dinner

6:30 – 7:30 PM

Capstone Writing Session

- Students polish one piece for inclusion in a class anthology
- Reflection prompt: “What does this place ask of us as writers and as American citizens?”

7:30 – 9:00 PM

- Closing circle, goal-setting, and quiet reflection
 - Prepare for departure
-

Sunday, May 31: Recap + Departure

(Debriefing and Sharing Takeaways from this experience)

7:45 – 8:45 AM

- Breakfast
- Pack Up

8:45 – 9:45 AM

Final Writing Session

- Students complete a final reflective letter or essay
 - Focus: growth as writers, thinkers, and observers

9:45 – 10:15 AM — Group Share & Closing

- Optional sharing
- Review next steps for polishing work back at school

10:15 AM – 2:00 PM

- Depart Crystal Cove Conservancy
 - Stop for Lunch
- Return to Apple Valley by approximately **2:00 PM**

Whale Tail Grant Proposal: Waves of Words

1. Organization's History

The Academy for Academic Excellence (AAE) is a K–12 charter school located in Apple Valley, California. Founded in 1997, its mission is to provide an academically rigorous, character-focused education that helps prepare students for college, career, and civic responsibility. AAE emphasizes hands-on learning, critical thinking, and service to the local and global community. The school serves a diverse student body from the High Desert region and offers programs that encourage cross-disciplinary connections between science, literacy, and the arts.

2. Goals and Objectives

Goals:

- Connect inland students to California's coastal environments through experiential learning and creative expression.
- Strengthen students' writing, reflective capacities, and communicative skills by integrating environmental literacy with English Language Arts.
- Foster a lasting sense of environmental stewardship and personal connection to California's coast.

Objectives:

- Select 10–15 11th-grade students through an application process emphasizing diversity and interest in writing.
- Facilitate a 3 day coastal writing retreat featuring journaling, creative workshops, and observation-based activities.
- Guide students in producing at least one polished piece of writing inspired by the retreat.
- Compile student work into a class anthology or digital collection to be shared with peers, families, and staff.
- Administer a pre/post survey assessing student awareness of environmental and coastal issues and generate heightened interest in environmental conservation.

3. Project Description

Waves of Words will bring a cohort of 11th-grade students from AAE to the California coast for a multi-day writing retreat that blends creative writing, reflection, and environmental observation. Led by their current English teacher, students will participate in guided journaling, small-group writing sessions, nature walks, and peer/group discussions linking literature and environmental themes.

The retreat will include approximately 25 hours of hands-on learning, including instructional direction, individual writing time, and peer discussion opportunities. Additionally, prior lessons will be given before departure and follow-up writing workshops afterward, to continue the momentum of the time spent on this writing retreat. Instruction will center on observation, descriptive language, and thematic exploration of identity, environment, and stewardship.

Accessibility and inclusivity are key priorities. All 11th grade students will be encouraged to apply and will submit an essay that explains their interest in this opportunity, what they are hoping to learn from it, and how their participation will further their ideals and broaden their understanding of environmental conservation. No participant will be excluded due to financial barriers and a panel of judges will look over student applications and provide input and direction to keep the final decision fair and equitable to all participants. The program is age-appropriate, curriculum-aligned, and rooted in California's Environmental Principles and Concepts.

Lastly, this project will culminate in a student-created anthology: a digital or printed collection of writing that reflects student learning and every individual's unique connection to the coast.

4. Participants

This project will directly serve 12-15 11th-grade students from the Academy for Academic Excellence, a public charter school in Apple Valley, California. Students come from a wide range of socioeconomic and cultural backgrounds in the High Desert, where access to the coast is limited by both geography and cost.

Participants will be recruited through classroom announcements and an application process that includes a written response and teacher recommendations. The judging panel will select students with a prioritization of positive character, high work ethic, genuine interest/engagement, a desire to grow in their writing capabilities, and positive peer relationships with others.

Indirectly, the project will reach the broader school community, through shared student writing and class lessons impacting approximately 108 of my own students and the 1000+ students that our entire school serves.

5. Partners

The project will seek support from local and coastal organizations for educational components, ideally joining with an organization like Crystal Cove Conservancy, where students can garner a wealth of knowledge from people working in the area and apply these lessons/understandings to their writing. A partnership with this organization, or another that is similar in mission/direction, will provide opportune times for individual writing times and short workshops/guided exploration experiences. The teacher will serve as lead instructor and liaison for these off-shoot lessons, though ideally, the main instructional time on this retreat will come from experts within this field of environmental conservation.

6. Organization and Staff

As a public charter school within the High Desert community, AAE is well versed in the educational and geographic barriers that students face in accessing the coast.

Project Lead: Emily Thielen, English Language Arts teacher (Grades 8–11).

- 8 years of teaching experience, including Honors ELA and AP Language & Composition.
- Skilled in guiding analytical and creative writing, interdisciplinary projects, and environmental literacy units.
- Experienced with grant-based educational programming and field trip-based instruction.
- I will plan and lead all retreat activities, coordinate with partners, and oversee student writing projects. Additional chaperones will include school staff members, ensuring appropriate supervision ratios.

7. Why This Project

I strongly believe in the power of hands-on opportunities and the joy that comes in allowing students the chance to engage creatively with their learning. The students I am privileged to serve in Apple Valley are over 100 miles from the coast and often have little direct experience with California's marine environments. I am consistently blown away by the incredible work that my students demonstrate in their writing and believe that this opportunity would further their capacity to view writing as a more enriching endeavor, beyond the scope of our English classroom.

This project addresses the gap between interest and functional capability by providing immersive, hands-on learning tied to our school/state English curriculum. It supports the state's goals for environmental literacy while promoting creativity, empathy, and stewardship. Waves of Words will give students a chance to see their writing as more than just their own work but as part of a tapestry of a collective student voice.

8: Project Future and History

This will be the first year of Waves of Words, though I hope to continue this project for years to come as a sustainable model with the possibility of expansion, as I gauge student interest. Curriculum materials, student anthology templates, and partnerships developed during the initial cycle will, hopefully, allow the retreat to continue through school and community support. Future funding may be pursued through local education foundations and/or partnerships with neighboring organizations.

9. Tracking and Assessing Impact

Success will be measured through both qualitative and quantitative methods:

- Pre/Post Surveys: Assessing student understanding of coastal environments and confidence in writing.
- Writing Evaluation: Teacher and peer assessment of growth in descriptive and reflective writing.
- Student Reflection Forms: Measuring engagement, enjoyment, and sense of environmental connection.
- Teacher Observation Notes: Documenting student participation, collaboration, and growth.

Results will be analyzed to inform future iterations of the retreat and shared with administration and the Whale Tail program in the final report as well.

Funding will be overseen by the school, as funds will be documented upon entry and exit through our school site.

Upon receiving the feedback, I will look for opportunities to grow the program and alter/change anything for future years, contingent on the funding continuing and ensuring that we are fiscally responsible with the stewardship of the funds allocated for this project.

10. Permits

I do not anticipate needing any special permits. Any required site access or group visit permissions will be obtained through the partnering facility, (ex: Crystal Cove Conservancy)

11. Task Timeline (Sample)

Our retreat would ideally take place between May 15 - May 17, 2026.

March 2025

- Begin application process for students to apply
- Scouting for locations and secure tentative transportative costs for this retreat

Early April 2025

- Submit paperwork required for school/board approval
- Instructor planning
- Reach out to groups for docent led tours, environmental specialists, etc.
- Judging panel meets to decide students that are selected for the retreat

Late April 2025

- Submit all necessary paperwork for school/board approval including chaperone forms and student permission slips
- Solidify locations and submit associated paperwork/costs
- Students will begin preliminary lessons and prepare for this trip experience

May 2025

- Conduct retreat
- Follow up once we return to the High Desert (days afterwards) to analyze our work
- Help students set up digital portfolio and get student input on design and ways to include further support

June 2025

- Personal Evaluation of trip and finalize feedback forms from students involved

July 2025

- Submit the final grant report and feedback to Whale Tail Grant, along with any other requested/anticipated work

12. Budget

Use our Grant Project Budget Form, or your own document that includes the same information, to explain your grant request. The form is at the end of this application packet or can be downloaded in an Excel format. Please take careful notice of the footnotes, which contain important information. If your total project budget is larger than your grant request, complete the Total Project Budget Form as well (located at the end of the packet).

13. Authorization (can be submitted after deadline by 2/28/26)- A letter of authorization or a resolution from the applicant organization's governing body that contains the following: support for and authority to submit the proposal, authority to enter into a contract with the California Coastal Commission if the grant is awarded, and designation of the applicant's authorized representative—the person who would sign a grant contract (name and title). If the authority to perform such tasks has already been delegated by the governing body, you may submit a letter from the person who has that delegated authority.

If your organization is the project of a non-profit fiscal sponsor, the document will come from them.

Examples of letters of authorization and resolutions can be found here.

This is the only item that may be submitted after the proposal deadline. If it must be late, for example due to your board meeting schedule, submit your resolution or letter by 2/28/2026.

14. Proof of tax status - For non-profits, proof of 501(c)(3) status in the form of an exemption letter from the IRS. If you are a project of a non-profit fiscal sponsor, this document will be for that organization.

15. Leadership - The names of board members and/or organization leaders. For a public school, this could be your principal, department head/s, and perhaps the superintendent if the district is the applicant. If you're fiscally sponsored, list the leaders of your own organization rather than the sponsor. If any organization leaders or board members (including those of a fiscal sponsor) are California Coastal Commission members or staff, please note that.

16. Organization Budget - Your organization's most recent annual budget, including sources of funds. We do not require a specific format – send your budget in the format you have. Budget information is not necessary for public schools or government agencies.

17. For Tribal Set-Aside: Proof of Partnership – Proof of partnership or formal support with a brief description of the applicant's relationship to the tribe(s) or tribal communities engaged, such as a signed letter from the tribes' leadership council or chairperson or signed tribal council resolution authorizing and consenting to partnership. If you are a tribe, your letter of authorization (see #13) fulfills this requirement.

18. OPTIONAL: Supporting materials – Any other supporting material you would like to provide such as newsletters, press stories, or letters of support or commitment from project partners or others. Any letters may be addressed to "California Coastal Commission" or "Whale Tail Grant Review Panel."

GRANT PROJECT BUDGET FORM:

PERSONNEL EXPENSES

Job title #1:

N/A – No personnel expenses requested

Job title #2:

N/A

Job title #3:

N/A

Total Benefits requested (1): \$0

1. Total Personnel Expenses requested (all positions plus benefits): \$0

OPERATING EXPENSES

1. Supplies/Materials (2): \$400

Anticipated purchases:

- Student journals (15 @ \$15 each): \$225
- Pens, folders, printed workshop materials: \$125
- Printing for student writing compilation/showcase: \$50

2. Travel (3): \$1,400

Explanation:

Round-trip transportation from Apple Valley, CA to Crystal Cove State Park using two rental vans for 15 students and 2 chaperones.

Van usage/fees: \$1,000

Fuel (round trip): \$400

(Slightly increased fuel cost due to additional passengers and supplies.)

3. Food (4): \$2,000

Explanation:

Meals and groceries for students and chaperones during a 3-day / 2-night overnight retreat. Funds will ensure all participants are fully supported and no student is excluded due to financial barriers.

Approximately \$50 per person (factoring in restaurant tips and other costs associated with groceries/utensils/snacks/etc.)

17 participants × 2.5 days = \$2,000

External Contract(s): \$0

- No external contracts are requested. Instruction and facilitation will be provided by the lead English teacher. Optional interpretive programming from park staff may be utilized as available at no cost. According to the Conservancy Cove Program, there is no fee for Title One schools to attend, though I can reach out for final details if this grant is approved and we are able to attend.

Other Operating Expenses

1. **Lodging – Crystal Cove Conservancy Beach Cottages**

Amount: \$1,500 (adjusted for tax/any extra associated costs with the location)

Explanation:

Overnight lodging for students and chaperones.

Price is broken down by unit prices- all units in total add up to the below amount.

\$567 per night × 2 nights = \$1,134 + tax and other potential costs

2. Total Operating Expenses requested: \$5,300

3. Indirect Costs/Overhead requested (5): \$0

Total Budget Request (add 1, 2, and 3): \$5,300

Additional Funds Question

Have you already secured additional funds (beyond the grant request) needed to complete your project? If not, what is your plan to secure them?

No additional funds are required at this time. The proposed project budget fully covers anticipated expenses for the coastal writing retreat. Should minor additional costs arise, they will be addressed through existing school resources or in-kind support.

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: February 23, 2026

Title: AAE California Mock Trial Courtroom Journalist Contest Overnight Field Trip

Presentation: _____ Consent: x Action: _____ Discussion: _____ Information: _____

Background: . Student #31617 earned 2nd place in the 2026 California Mock SBC Competition and will be participating in the CA State Finals scheduled for March 20-22 in Oakland, CA.

Fiscal Implications (if any):

Impact on Mission, Vision or Goals (if any):

Recommendation:

Submitted by: J. Blinsmon



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only	
Date/Time Submitted:	
Initials:	
Transportation Booked:	
Initials:	
Calendared:	
Initials:	

Date Submitted: 2/11/26

Requested by: J. Blinsmon

Phone: _____

Overnight, Out of State or Water Activities? Yes No

If yes, Board Approval is Required 3 months prior to the trip. Submit This Form with a Board Cover Sheet and Itinerary or List of Activities*

Date(s) of Trip: March 20-23, 2026

Destination: Oakland, CA

Number of: Students 1 Staff _____

Grade Level(s): 11

Estimated Number of Volunteers** 1

School Departure Time: 2:45am

Destination Arrival Time: 7:25am

Destination Departure Time: 9:55pm

School Return Time: 1:00am

Specific Learning Objectives of Trip: Student earned 2nd place in the 2026 California Mock SBC Competition

She will be participating in the state finals. Students will be accompanied by parent as a chaperon/coach.

Funding Source (check all that apply)

- ASB/Club Funds Name of Club: _____
- Grade Level Funds What Grade Level: _____
- Fundraising/Donations
- Budget Code: 200-2000-5350-2230-1-9-9-9

Transportation (check all that apply)

- Private Vehicle*** Public Transportation Plane Train Boat Other: _____
- Bus Number of buses _____ If bus, Student Activities Coordinator has been informed bus is needed

Lodging (check all that apply)

- On Campus Hotel AirBnB Other: _____

I have followed the Checklist and read BP and AR 6153 prior to submitting this form: _____

Approved? Yes No [Signature]
Principal Signature

Requestor Signature

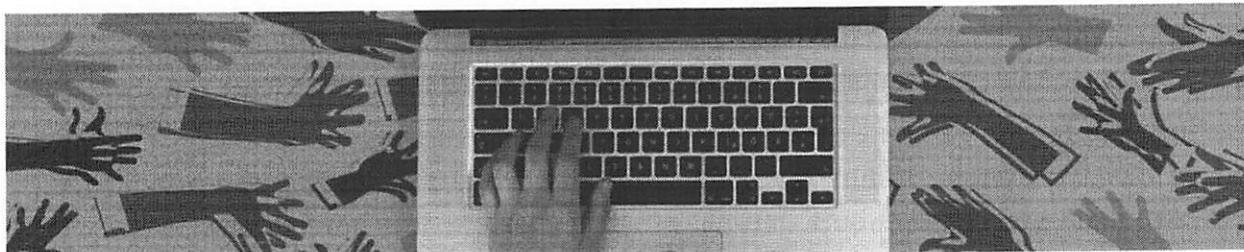
Date: 2-11-26

* Itinerary or List of Activities must be attached if overnight, out of state or water activities

** Non-staff chaperones must be approved volunteers

*** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

Journalist Contest



Congratulations on your outstanding victory at your county's Courtroom Journalist Contest!

Journalists Registration, Fee, and Student Waiver/Release Form—Each courtroom journalist participating in the 2026 California Mock Trial Finals must register online, pay a registration fee of \$95.00, and submit a student waiver by March 2.

Please review the Courtroom Journalist Contest Information flyer for essential details. If you have questions, don't hesitate to get in touch with Daisy Alonso at daisy@teachdemocracy.org or 213-316-2127 or Lourdes Morales at lourdes@teachdemocracy.org or 213-316-2125.

Courtroom Journalist General Schedule

Friday, March 20, 12:00 pm to 1:00 pm—Courtroom Journalist Contest Check-in—Upon arrival at the Oakland Marriott City Center, you'll receive a participation certificate, a goodie bag, and all the essential details to enhance your Mock Trial experience.

Friday, March 20, at 1:00 pm—Welcome Orientation—We're thrilled to welcome you! Join us in the Oakland Marriott City Center to connect with our dedicated staff, who are available to support you throughout the event. Together, we will celebrate the county-winning teams, journalists, and artists. Don't miss the vital details we'll share about the upcoming events.

Friday, March 20 at 5:30 pm—Courtroom Journalist Workshop—Your participation in the Journalist Workshop at the Rene C. Davidson Courthouse will provide an opportunity to engage with fellow courtroom journalists and gain valuable insights. You'll receive crucial details about the contest and personalized feedback on your county submission that will help elevate your work. Join us and sharpen your skills while connecting with the journalist community!

Saturday, March 21 at 8:30 am—Round 1-Practice Writing—To maximize your opportunity in the Courtroom Journalist Contest, draft a practice article during your team’s Round 2 trial at the Rene C. Davidson Courthouse.

Saturday, March 21 at 1:00 pm—Round 3-Courtroom Journalist Official Round—To participate in the Courtroom Journalist Contest, ensure you create your official article during your team’s Round 3 at the Rene C. Davidson Courthouse. This is your chance to capture the dynamic courtroom environment firsthand. After Round 3 concludes, you will have a couple of hours to type up your official article and email it to daisy@teachdemocracy.org by 6:00 pm.

Saturday, March 21, at 8:30 p.m.—Student Social—Join us for an exciting evening where all students are invited to enjoy great music, dance, and connect with fellow students from around the state! Don’t miss the announcement of the top two teams advancing to the Championship Trial at approximately 9:45 p.m.

Sunday, March 22 at 1:00 pm—Awards Ceremony—The Awards Ceremony will take place at the Oakland Marriott City Center. We are thrilled to celebrate the outstanding achievements of our talented journalists with first-place, second-place, and third-place plaques. Join us as we honor incredible writing, artistic creativity, and team presentations.



45th Annual CA Mock Trial Finals
Senior Division

2026 Entry Fee Form

Description: 2026 Mock Trial State Finals – Senior Division Entry Fee

Date Due: **March 2, 2026**

(This form may also be used by your accounting department as an invoice.)

Sold to:

County: United States

School: Academy for Academic Excellence

Contact Name: Maria Fierro (Admin Assitant to Principal)/John Blinsmon (MT Coach)

Address: 17500 Mana Road

City: Apple Valley Zip: 92307

E-mail: mfierro@lcer.org Phone: (760) 946-5414 ext.302

Paid for by chapter SBC

Item	Quantity	Price Per	Total
Team Participation	# <u>0</u> of students	x \$95.00	= \$ <u>0</u>
Courtroom Artist	# <u>0</u> of students	x \$95.00	= \$ <u>0</u>
Courtroom Journalist	# <u>1</u> of students	x \$95.00	= \$ <u>95.00</u>
Late Fee—Add \$25.00 if paying after March 2, 2026.		+ \$25.00	= \$ <u>0</u>
Due by March 2, 2026.		Total:	= \$ <u>95.00</u>

Make checks payable to Teach Democracy. Send payment along with this form to:

Teach Democracy/Mock Trial
601 S. Kingsley Drive
Los Angeles, CA 90005

Please direct all payment inquiries to daisy@teachdemocracy.org or (213) 316-2127.

January 30, 2026

Dr. Lisa Lamb, President/CEO
Norton Science and Language Academy
230 S. Waterman Ave.
San Bernardino, CA 92408

Dear Dr. Lamb:

Thank you for your continued partnership during the Williams monitoring process. As part of my responsibilities under California Education Code section 1240, I am required to visit Williams-monitored schools in our county each year and share my findings with you on a quarterly basis (October, January, April, and July). This report is your district's second quarterly report for the 2025-26 school year.

Additionally, Education Code section 1240(c)(2)(C) requires that the results of these visits be shared with your governing school board at a regularly scheduled meeting held in accordance with public notification requirements. ***Please add this report to the agenda for your upcoming Board meeting.***

Findings (where applicable) are as follows:

1. School Accountability Report Cards (SARC)

2023-24 SARCs published in the 2024-25 school year were reviewed for accuracy of information pertaining to the quality, currency, and availability of instructional materials, and facilities good repair. Preliminary findings were provided to districts and charter schools with an opportunity for revision and resubmission, as appropriate. Upon final review, no inaccuracies were reported for your Williams-monitored site(s).

2. Teacher Assignments

No findings to report. The annual Assignment Monitor and Review for the 2025-26 fiscal year will begin on or after April 1, 2026, according to data availability from the Commission on Teacher Credentialing and the California Department of Education. Findings will be included in the corresponding quarterly report.

3. Instructional Materials

No findings to report. Findings applicable to schools visited in Phase 1 (beginning of the school year) were detailed in the first quarterly report. Findings for schools visited in Phase 2 (January–February) will be included in the third quarterly report, to be issued in April.

4. School Facilities

No findings to report. Applicable findings were reported in the first quarterly report for schools that received visits at the start of the school year. Findings for schools receiving visits in phase 2 will be reported in April as part of the third quarterly report.

On behalf of the SBCSS Williams team, it is a pleasure to work in collaboration with you and your staff at Norton Science and Language Academy.

Sincerely,



Ted Alejandre
County Superintendent

cc: Ms. Yolanda Carlos, Board President
Ms. Erika Agosto, Williams Liaison
Ms. Angel Arrington, SBCSS Project Manager
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and Communications
Ms. Caren Keele, SBCSS Project Manager, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

**Lewis Center for Educational Research
STAFF REPORT**

Date: 02/23/2026
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

The strategic goal of the Board and Executive Team is to ensure student success by serving the whole student through effective academic, behavioral, and social-emotional programs. Each of the objectives below serves to support student achievement.

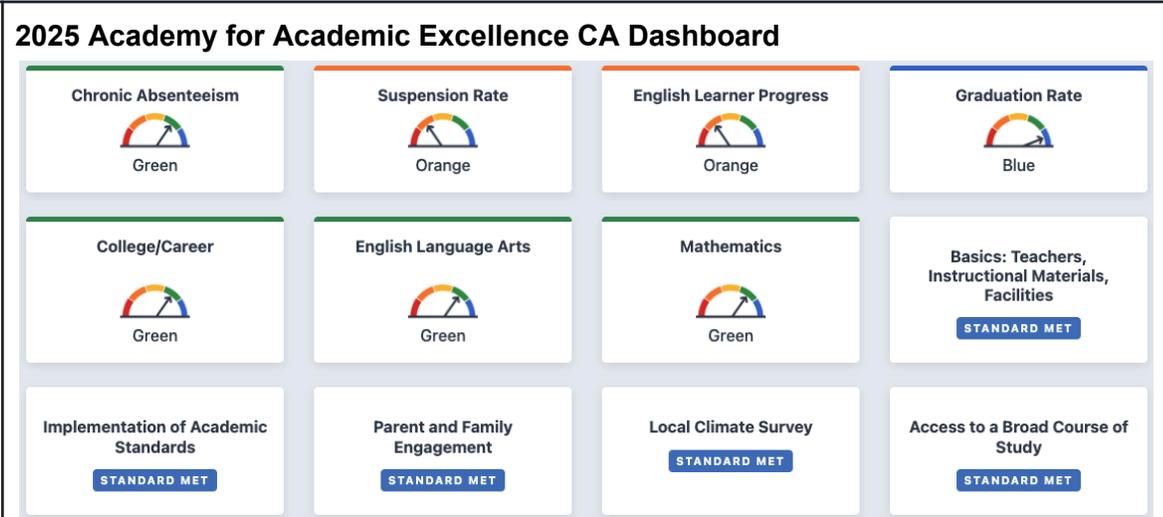
Objective 1: Instructional excellence will be supported through multiple strategies aligned with LCAP Goals, WASC Action Plans, and AAE/NSLA Charters.	
<p>1.1 Strategy : Conduct regular classroom and campus walkthroughs with a goal of coaching and giving feedback. Utilize walkthrough data to scale successful practices, measure implementation of curriculum and initiatives (PLC, C6-NSLA, CKH, co-teaching, etc), and target instructional support where needed.</p>	<p>Site administration, the Director of Student Services, and CEO are working with their assistants to schedule more time for coaching. Due to absences and unique demands, this has been a challenge for January. The walkthrough data is being incorporated into annual evaluations.</p> <p>Observations this month have shown strong implementation at NSLA of C6 strategies (specifically having content and language objectives). Many teachers are administering FIABs in preparation for state testing. Student engagement has been high, with some need for targeted teacher support in managing transitions and more significant student behaviors.</p>
<p>1.2 Strategy: Targeted professional development aligned with research-based instructional practices (CKH, C6-NSLA, Ed Tech, differentiated instruction, etc.)</p>	<p>Five members of the Executive Team and their assistants are continuing Breakthrough Coaching Training. This team is participating in an ongoing webinar series every two weeks. The most recent session was focused on managing administrative calendars to ensure dedicated time for coaching and other administrative tasks (such as meetings, emails, etc.).</p> <p>The Executive Team and site administration are working on professional development plans for the next school year, including Capturing Kids Hearts, Professional Learning Communities (PLC), and continued C6 coaching with Dr. Jose Medina.</p>
<p>1.3 Strategy: Use verified academic data to inform instructional practices throughout the year (Parsec,</p>	<p>NSLA has identified senior students who have met the English language criteria required to earn the State Seal of Biliteracy, as outlined by the California Department of Education (CDE). We are currently in the process of determining Spanish language eligibility. To do this, students are completing the LAS Links assessment, which</p>

(iReady, Las Links, DRA, etc.)

measures proficiency in listening, speaking, reading, and writing in Spanish. In addition to LAS Links, students may also meet the Spanish criteria through other CDE-approved measures, including: Successful completion of four years of Spanish coursework (with a qualifying GPA) or passing an Advanced Placement (AP) Spanish exam with a score of 3 or higher. Students who demonstrate the required level of proficiency in Spanish through any approved pathway will earn the Seal of Biliteracy on their diploma. Final Seal of Biliteracy Data will be shared with the board in May 2026.

Objective 2: Maintain successful charter renewals and positive relationships with authorizers through effective and transparent operational practices.

2.1 Strategy: Maintain middle or high-performing tier status for both schools based upon the CA Dashboard.



- Out of the 53 reporting San Bernardino County charter schools, NSLA is one of 11 charter schools that had only blue, green, or yellow indicators. These 14 charter schools represent the top 20% of San Bernardino County charter schools based on CA Dashboard performance
 - Out of the 14 reporting San Bernardino County charter schools **with only blue, green, or yellow** Dashboard indicators, NSLA is one of only 5 that are TK-12 charter schools.

Compliance and Improvement Monitoring (CIM)

The focus of CIM is compliance and improvement. Schools are placed into tiers (0–3) based on data including: timely IEPs and assessments, service delivery, suspension/discipline data, Least Restrictive Environment (LRE), dispute/complaint history, and student outcomes. Tier levels indicate the level of support and monitoring needed:

Tier	Meaning	Monitoring Level
Tier 0	Strong compliance & outcomes	Universal monitoring only
Tier 1	Minor concerns	Light support/monitoring
Tier 2	Notable areas of concern	Targeted monitoring & improvement planning
Tier 3	Significant compliance risk	Intensive monitoring & required corrective acti

For schools at Tier 2 or 3, CDE may require record reviews (IEPs, assessments, services), staff interviews, policy/procedure review, data analysis, Corrective Action Plans (CAPA), and ongoing progress reporting.

NSLA moved down a Tier, from Tier 3 to Tier 2. This is significant progress, and we are proud of our staff and our students! Moving down a tier means compliance issues were addressed, systems improved (timelines, documentation, services), staff practices strengthened, and our risk level decreased. This movement reflects the hard work of our teams to strengthen our SPED systems, improve service delivery, and ensure students are receiving what they need. It is a major step forward. While Tier 2 still requires monitoring, it represents growth and positive momentum.

AAE remains at Tier 2. This means that the school maintained compliance at the same monitoring level, no regression occurred, and systems are stable but still have targeted areas to improve. Maintaining Tier 2 shows consistency in our systems and compliance work. Our focus now is on continuing improvement to move toward Tier 1.

At Tier 2 for Performance Elements, staff at both schools will focus on increased documentation expectations, closer monitoring of service tracking and IEP timeline monitoring, file audits, professional development, and coaching on compliance practices.

CIM is about systems improvement and student access and we are committed to continual reflection and improvement, ensuring that our students receive the highest quality of support.

<p>2.2 Strategy: Maintain strong fiscal health through positive budget practices, transparent reporting, clean audits, stable bond covenants, and by securing additional funding sources whenever applicable.</p>	<p>The 2024/2025 Fiscal Year Audit was completed in December in line with all State Standards. I am happy to be able to welcome Jeff Nigro, Partner with Nigro & Nigro to present the formal outcome of the closing financials of the Lewis Center. In support of the entire Finance Team, I am happy to share that we did not have any findings and that our cash position continues to grow in an effort to support some necessary capital campaigns at both campuses. As the schools continue to work towards using one-time dollars, the Statement of Activities does show deficit spending. The deficit is from fund balance accounts, which are programs in which we receive the cash in one year, with expenses being permitted to be spent over multiple years. As a result of receiving the cash in a prior year, what is not spent in that fiscal year falls into the restricted fund balance. Then, when we are spending the money in subsequent years, it appears in the reports as deficit spending.</p> <p>Quarterly Reports have been completed for both AAE and NSLA Bonds. Both schools are meeting all covenants set forth for them. However, our multi-year cash flow and funding look sustainable into the future.</p> <p>Finance has completed the Winter Consolidated Application Reports for both schools, reporting on the status of the Federal Title Funding that we receive as part of the Every Student Succeeds Act. This reporting confirms active use and how the schools utilize their Title I, II, III (Norton), and Title IV. The schools have up to 27 months to expend all funding without risk of being required to send money back to the Federal Government. I am happy to share that, with the priority of utilizing the most restricted dollar first, we are not sending any money back. Finance is now working on the 2nd Interim Financials (July 1, 2025 - January 31, 2026) to see how the schools are progressing in the current fiscal year, along with out-lying 2 fiscal years.</p>
--	--

2.3 Strategy: Ensure all teachers meet required credentialing and are supported to provide high-quality instruction. This will be measured through staff retention data and required state, federal, and authorizer reporting.

NSLA Certificated Teaching Staff Credentials – Core Subjects

Credential	#	Assignments
Clear	43	TK-2 (14); 3-5 (9); Eng (4); Math (4); Sci (4); SS (3); SPED (5)
Preliminary	8	3-5 (1); Eng (1); Math (2); Sci (1); SS (3)
Intern	4	Eng (1); SPED (3)
STSP	1	3-5 (1)
PIP	1	3-5 (1)

AAE Certificated Teaching Staff Credentials – Core Subjects

Credential	#	Assignments
Clear	41	TK-2 (9); 3-5 (6); Eng (7) Math (6) Sci (5) SS (6); SPED (2)
Preliminary	10	TK-2 (2); 3-5 (4); Sci (1); SPED (3)
Intern	3	TK-2 (1); SPED (2)
STSP	2	TK-2 (1); 3-5 (1)
Sub Auth	2	TK-2 (1); 3-5 (1)

AAE Teacher Retention Information			
	2024-25	2025-26	2026-27
Total Teacher Assignments	70	71	
Total Separations <u>From</u> Prior Teacher	7	6	
Total Teaching Positions Added	1	1	
Total Internal Hired Teachers	6	3	
Total External Hired Teachers	2	4	
Total Vacant Teacher Positions	0	0	
*Includes SPED pull in/push out; excludes admin teaching student assistants and/or homeroom			
*Information reported as of first day of school.			
NSLA Teacher Retention Information			
	2024-25	2025-26	2026-27
Total Teacher Assignments	70	71	
Total Separations <u>From</u> Prior Teacher	8	6	
Total Teaching Positions Added	1	1	
Total Internal Hired Teachers	7	3	
Total External Hired Teachers	2	4	
Total Vacant Teacher Positions	0	0	
*Includes SPED pull in/push out; excludes admin teaching student assistants and/or homeroom			
*Information reported as of census date (1 st Wednesday in October)			

2.4 Strategy:
Consistently review staff compensation and benefits throughout the organization to attract and retain high-quality staff.

All regular LCER staff received an off-schedule 3.5% bonus on their regular earnings from July 1 to December 31, 2025. This was issued in a separate payroll on February 20th. One-time funding was utilized for this compensation.

LCER continues to offer sign-on bonuses for hard-to-fill positions. Two recent mid-year hires received bonuses of \$5,000. Also, one of the recent mid-year hires is an AAE alumnus and, as such, received the additional step that is granted to employees who were LCER graduates.

The Executive Team continues to work collaboratively to review employee compensation, benefits, and additional incentives, including stipends and other forms of supplemental compensation, across the Lewis Center and in comparison with surrounding school districts. This collective review is guided by the Governor’s budget, fiscal sustainability, and recruitment and retention needs. The shared goal of this ongoing work is to intentionally plan and make informed decisions that support providing the highest cost-of-living adjustment (COLA) possible for Lewis Center employees. This review will be utilized throughout the 2026-2027 budget development process.

	<p>The Foundation continues to support employee recognition incentives. These incentives include milestone bonuses and gifts, retirement gifts and party contributions, and staff recognitions and celebrations. Over the past calendar year, the Foundation has contributed approximately \$17,000 to these efforts. All of these funds are generated through the Foundation’s fundraising efforts.</p>
<p>2.5 Additional authorizer requests/updates</p>	<p>AAE has continued to expand its recruitment activities in an effort to achieve greater ethnic and racial balance with the district. Some of these activities include: sponsoring the Rhea Lana Children’s Consignment Event, which will be held at the SB Fairgrounds. Additionally, AAE is a sponsor for The Stronger Together High Desert Family and Birthworker Expo at the VVC Educational Event Center at the end of March. Both of these events should attract a wide range of families from various demographics.</p> <p>NSLA staff and students are partnering with KVCR for the PBS Kids Camp on March 7th, which will be held at SB Valley College. The students will serve as volunteers and also man a STEM booth.</p> <p>Ryan McEachron, SB Board of Education, and Dr. Cherina Better, SBCSS Chief of Equity, have agreed to be panelists at the World Savvy Changemaker Hub that Lewis Center is hosting at NSLA on March 10th. This event is set to include up to 150 participants from schools and communities across the region.</p> <p>LCER has been meeting with community leaders who represent underrepresented demographics at our schools. Several potential partnerships are being discussed, including the Ubuntu Project and Caravanserai. Dr. Better also toured AAE in January. The goal is to continue to partner with her in areas of equity, access, and support for all students, but specifically to identify areas of support for student groups that are low-performing on the CA Dashboard.</p> <p>NSLA’s Charter renewal drafting has already begun with the goal of submitting the petition in July 2026.</p>
<p>Objective 3: Improve communication with all stakeholders (including staff, families, students, and board) to ensure that it is timely and two-way.</p>	
<p>3.1 Strategy: Educate stakeholders on communication methods and engagement opportunities.</p>	<p>Social Media Update: AAE, NSLA & GAVRT</p> <p>Over the past several months, Jisela Corona and our PR student interns, and staff (including Evelin Gutierrez for GAVRT) have intentionally shifted our social media strategy to increase engagement and expand audience reach. While we continue to post informational content for parents, we have diversified our approach to include more student-centered, youth-oriented content designed to better connect with current students and prospective families.</p> <p><u>AAE</u></p> <ul style="list-style-type: none"> ● 124,523 total views ● 11,965 accounts reached

	<ul style="list-style-type: none"> • 53.5% of views from non-followers • 64% of views driven by Reels <p>AAE’s data shows steady growth beyond our current follower base, with more than half of views coming from new audiences. Short-form video (Reels) continues to be the primary driver of visibility and engagement.</p> <p><u>NSLA</u></p> <ul style="list-style-type: none"> • 290,743 total views • 112,717 accounts reached • 90.2% of views from non-followers • 96.8% of views driven by Reels <p>NSLA experienced significant algorithmic visibility, with nine out of ten views coming from individuals who do not already follow the account. This reflects expanded brand awareness and strong discoverability through student-focused video content.</p> <p><u>GAVRT</u></p> <ul style="list-style-type: none"> • 6,633 total views • 2,170 accounts reached • 82.5% of views from non-followers • 97.8% of views driven by Reels <p>Although GAVRT is in an earlier growth phase, its high percentage of non-follower views indicates strong discovery potential, particularly with consistent STEM-focused content.</p> <p>Overall Impact</p> <p>Across all three accounts, short-form video is the dominant growth engine, and student-centered content has significantly increased reach beyond existing families. Our strategy is successfully balancing communication for parents while expanding engagement among students and prospective families, strengthening overall digital visibility and enrollment marketing efforts.</p>
<p>3.2 Strategy: Seek feedback on what is/is not working via surveys and forums.</p>	<p>In comparing our mid-year CKH survey from this time last year, we have made some great improvements. Here are a few of the areas we made improvements in across both schools:</p> <ul style="list-style-type: none"> • Greeting students with a smile and positivity, 4.7 to 4.9 (the highest score is a 5) • Care in affirming our students, 3.6 to 4.2 • Reminding students of the social contract and using the CKH Behavioral Model, 3.5 to 3.8

	The annual school climate survey for families and students will be given before Spring Break.
3.3 Strategy: Utilize designated stakeholder groups to inform decision making (School Site Council, English Learner Advisory Committee, PTO/PTC, Academic Leadership Teams, All Staff Meetings, Student Leadership groups, parent/community forums, etc.)	<p>AAE is hosting a parent workshop for families new to the IEP process or simply interested in learning more. The workshop will be held on February 26th from 3:30 - 5:00 in the library. A similar workshop was held at NSLA in October, earlier this school year. Attendees are also encouraged to offer feedback and suggestions as to how AAE can continue to improve student services and collaborate on effective supports for school and home.</p> <p>Our LCER SPED department is preparing for the 2026-2027 school year. A committee of teachers and administrators from both schools attended 2 days of training on effective co-teaching practices, with our partners from SELPA and spent 2 days visiting other Special Education programs in the High Desert and the Inland Empire. The committee will be working to enhance our continuum of services for our diverse student population in TK-12th grade.</p>

Accomplishments and Highlights

NSLA soccer has taken 1st place in the Majestic league for the second consecutive year.

AAE's Mock Trial was recognized as the 1st place team in the High Desert for two consecutive years. AAE student, May Boettcher, received 2nd place for her journal entries. May will now go on to represent AAE and compete at the Mock Trial state competition in Oakland next month.

History was made during the annual Knights Challenge event on February 7th. This event typically involves units from schools across the region, but this year, it included NSLA's Cadet Corps as well. Both Lewis Center schools represented us well in their conduct, performance, and sportsmanship.

Lisa Lamb has joined Victor Valley College's President's Circle. The first luncheon she will attend is on March 5th. She has also begun the process of joining the CharterSAFE Governing Board. It is an honor to be selected to represent charter school leaders across the state on this board. Additionally, she is leading the Young Business League with the Greater High Desert Chamber of Commerce. As part of this committee, students from AAE will participate in the annual Ignite High Desert Speaker Series.

Facilities Projects

- AAE**
- No current capital projects are in progress.
 - We're in the beginning stages of planning the needs for capital projects. As the scope becomes more defined, it will be presented at a regularly scheduled board meeting.
-
- NSLA**

- The acoustic panel project for the gym was installed over the winter break. There are some repairs for the installation scheduled for Spring Break.
- We're in the beginning stages of planning the needs for capital projects. As the scope becomes more defined, it will be presented at a regularly scheduled board meeting.

LCER

- No current capital projects in progress.

Upcoming Dates

AAE

- 2/18/26 11th Grade Fieldtrip to Huntington Library
- 2/20/26 STEM Assembly for Elementary
- 2/21/26 Saturday WIN - Attendance Recovery
- 2/23-27/26 ELPAC Testing K-2
- 2/25/26 AVCI STEM Night
- 2/26/26 Pioneer Kids - 2nd Grade to Mineral City
- 2/26/26 SpED Parent Workshop
- 2/27/26 Parents & Pastries
- 2/27/26 Knight of the Night Performance (Seniors)
- 3/2-20/26 ELPAC Testing
- 3/3/26 Fieldtrip to Goldstone (originally scheduled for this date. New date TBD)
- 3/5/26 SFJROTC Academic Team's Fieldtrip to the California Science Center
- 3/10/26 Elementary 2nd Trimester Awards
- 3/10/26 SSC/ELAC Meeting
- 3/11/26 SFJROTC CPR Training for Leadership Camp
- 3/11/26 Ambassador's Blood Drive
- 3/11/26 PTC Meeting
- 3/12/26 MS/HS ASB Interviews
- 3/16-3/20/26 ARISS ISS Contact - Exact date TBD
- 3/17/26 SFJROTC Honor Guard to Riverside National Cemetery
- 3/17/26 1st Grade Fieldtrip to Calico
- 3/17/26 Lock Down Drill
- 3/18/26 SFJROTC Leadership Camp Parent Night
- 3/19/26 Principal's and VicePrincipal's Cabinet
- 3/19/26 Family Voices
- 3/20/26 Band Star Performance Program @ Universal Studios Hollywood
- 3/20/26 Trail West - 3rd Grade to Mineral City
- 3/20/26 School/Community Clean Up - ASB
- 3/20/26 PTC Bubble Run
- 3/20/26 Parents & Pastries

NSLA

- 2/9/26- 2/12/26 Grade level check-in with Admin and SRO Assembly
- 2/19/26- 2/13/26 ASB Valentine Grams

2/13/26 Club Rush during Secondary Lunch (Hosted by ASB)
2/17/26 and 2/19/26 SEL Assembly for 2-5 and Secondary
2/17/26- 2/20/26 Random Act of Kindness
2/18/26 Cafecito/ELAC
2/18/26 Principal's Cabinet
2/19/26 Varsity Boys Soccer Parade
2/20/26 PTO Family Skate Night
2/25/26 PTO Panda Express Fundraiser
2/26/26 SSC meeting
2/27/26 End of T2 for Elementary
2/28/26 Secondary Attendance Recovery (8-12)
3/4/26 Reading/Writing Workshop with Kinder teachers
3/5/26 NSLA Lottery
3/6/26 PTO meeting
3/9/26 SSC Meeting
3/11/26 Air Force Info Table (HS)
3/12/26 Rocket Races Kick-Off
3/14/26 Secondary Attendance Recovery (8-12)
3/16/26 - 3/19/26 TK-5th Trimester 2 Awards
3/20/26 Rocket Races
3/21/26 ASB Fundraiser- Applebee's

LCER

- 02/19/26 Changemaker Hub Leadership Cohort at NSLA campus
- 02/21/26 Destination Imagination Regional Tournament at NSLA campus
- 03/10/26 Changemaker Hub at NSLA campus
- Week of 3/16/26 ARISS Astronaut Downlink across both campuses
- 03/19/26 HiDAS Public Observation Night at AVCI campus
- 03/30/26-04/02/26 LCER Ambassador Trip to Sacramento, CA
- 04/08/06 Changemaker Hub Leadership Cohort at NSLA campus

2025-2026 GRANT TRACKING SHEET

Grant	Purpose / Description	Total Grant Amount	Direct Amount	Due Date	Date Submitted	Awarded?	Award Date	Grant Manager
None								

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 1/1/2026 Through 1/31/2026

Effective Date	Check #	Vendor Name	Check Amount	Transaction Description
1/5/2026	56526	Purofirst	31,961.16	Emergency Services
1/5/2026	56527	SBCSS	89,483.42	NSAA PERS contributions for December
1/5/2026		SBCSS	141,481.46	LCER/AE - PERS contributions for December
1/5/2026	56528	SchoolsFirst Federal Credit	10,064.79	Employee TSA contributions - December 30, 2025
1/5/2026	56530	SBCSS	176,931.84	NSAA STRS contributions for December
1/5/2026		SBCSS	208,962.55	LCER/AE - STRS contributions for December
1/7/2026	56536	CharterSAFE	70,734.00	Account #1087, February Premium 2025-2026
1/7/2026	56548	Top Notch Lunches	99,540.81	Breakfast, Lunch Programs - December 2025
1/7/2026	56551	Wells Fargo Vendor Fin Serv	12,765.57	Account #3690911333
1/8/2026	56560	eLuma	10,920.40	Speech & Language Therapy, December 2025
1/8/2026		eLuma	12,600.40	Speech & Language Therapy, November 2025
1/12/2026	56593	SISC	352,037.50	Health Coverage for December 2026
1/13/2026	56603	THINK Together	14,160.13	Norton ELOP Arts Accelerators (Folklorico) FY26
1/13/2026		THINK Together	71,820.00	Norton ELOP ASES Replication FY26
1/13/2026	56605	Town of Apple Valley	12,630.00	ASAP October 2025
1/13/2026		Town of Apple Valley	14,370.00	ASAP November 2025
1/13/2026		Town of Apple Valley	20,220.00	ASAP September 2025
1/15/2026	311		190,155.14	Group: Payroll; Pay Date: 1/15/2026
1/15/2026	312		401,973.69	Group: 11mo Payroll; Pay Date: 1/15/2026
1/16/2026	56617	US Bank	41,072.76	Account #4148-4400-7955-5648
1/21/2026	56646	Southern California Edison	11,445.03	Account #700119778270
1/21/2026		Southern California Edison	13,542.72	Account #700281016926
1/21/2026	56650	THINK Together	14,160.13	NSLA ELOP Arts Accelerators (Folklorico) FY26, #3 of 8
1/21/2026		THINK Together	14,297.85	NSLA ELOP Cheer Arts Accelerators FY26, #1 of 7
1/21/2026		THINK Together	14,297.85	NSLA ELOP Cheer Arts Accelerators FY26, #2 of 7
1/21/2026		THINK Together	14,297.85	NSLA ELOP Cheer Arts Accelerators FY26, #3 of 7
1/21/2026		THINK Together	71,820.00	NSLA ELOP ASES Replication FY26, #4 of 10
1/21/2026		THINK Together	71,820.00	NSLA ELOP ASES Replication FY26, #5 of 10
1/27/2026	56668	THINK Together	14,160.13	NSLA ELOP Arts Accelerators (Folklorico) FY26, #2 of 8
1/27/2026	56671	Wells Fargo Vendor Fin Serv	12,765.57	Contract #450-0004712-000
1/28/2026	56699	ServeSmart K-12 Products	12,477.30	50% deposit, prior to production Stanchions NSLA
1/30/2026	313		332,842.28	Group: Payroll; Pay Date: 1/30/2026
1/30/2026	314		411,059.07	Group: 11mo Payroll; Pay Date: 1/30/2026
1/30/2026	56708	Renaissance Learning, Inc.	21,510.27	PO 2526-0206-LCER
Report Total			3,014,381.67	

Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru January	Remaining Budget	
Revenue				
Revenue	46,015,580	21,528,401	24,487,179	53.21%
Expense				
Certificated Salaries	16,204,167	8,716,912	7,487,255	46.21%
Classified Salaries	6,658,847	3,533,626	3,125,221	46.93%
Benefits	9,167,802	4,774,625	4,393,177	47.92%
Books and Supplies	3,714,086	2,633,517	1,080,569	29.09%
Services & Other	10,775,807	5,494,415	5,281,392	49.01%
Capital Outlay	725,000	766,784	(41,784)	-5.76%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	47,245,709	25,919,878	21,325,831	45.14%
Add (Subtract) to Reserves	(1,230,129)	(4,391,477)	3,161,348	
Total Revenue	46,015,580	21,528,401	24,487,179	46.79%
Total Expense	47,245,709	25,919,878	21,325,831	54.86%
Add (Subtract) to Reserves	-1,230,129	-4,391,477	3,161,348	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru January	Remaining Budget	
Revenue				
Revenue	51,073,572	21,768,879	29,304,693	57.38%
Expense				
Certificated Salaries	17,202,279	9,241,625	7,960,654	46.28%
Classified Salaries	6,967,378	3,748,334	3,219,044	46.20%
Benefits	9,685,108	5,062,324	4,622,784	47.73%
Books and Supplies	3,530,643	2,100,569	1,430,074	40.50%
Services & Other	12,617,556	4,994,099	7,623,457	60.42%
Capital Outlay	272,760	484,949	(212,189)	-77.79%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	50,275,724	25,631,901	24,643,823	49.02%
Add (Subtract) to Reserves	797,848	(3,863,022)	4,660,870	
Total Revenue	51,073,572	21,768,879	29,304,693	42.62%
Total Expense	50,275,724	25,631,901	24,643,823	50.98%
Add (Subtract) to Reserves	797,848	-3,863,022	4,660,870	

AAE - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru January	Remaining Budget	
Revenue				
Revenue	21,538,855	10,230,834	11,308,021	52.50%
Expense				
Certificated Salaries	7,982,661	4,148,792	3,833,869	48.03%
Classified Salaries	2,157,986	1,190,575	967,411	44.83%
Benefits	3,981,689	2,051,894	1,929,795	48.47%
Books and Supplies	1,377,811	1,016,535	361,276	26.22%
Services & Other	4,757,450	1,454,440	3,303,010	69.43%
Capital Outlay	440,000	390,534	49,466	11.24%
Other Outgo	0	0	0	N/A
Share of LCER	2,797,290	1,631,753	1,165,538	41.67%
Total Expense	23,494,887	11,884,522	11,610,365	49.42%
Add (Subtract) to Reserves	(1,956,032)	(1,653,688)	(302,344)	
Total Revenue	21,538,855	10,230,834	11,308,021	47.50%
Total Expense	23,494,887	11,884,522	11,610,365	50.58%
Add (Subtract) to Reserves	-1,956,032	-1,653,688	-302,344	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru January	Remaining Budget	
Revenue				
Revenue	23,374,941	10,229,491	13,145,450	56.24%
Expense				
Certificated Salaries	8,153,024	4,412,468	3,740,556	45.88%
Classified Salaries	2,407,714	1,240,744	1,166,970	48.47%
Benefits	4,294,112	2,157,911	2,136,201	49.75%
Books and Supplies	1,680,499	1,054,056	626,443	37.28%
Services & Other	3,432,613	1,313,369	2,119,244	61.74%
Capital Outlay	160,000	166,854	(6,854)	-4.28%
Other Outgo	0	0	0	N/A
Share of LCER	2,688,734	1,568,428	1,120,306	41.67%
Total Expense	22,816,696	11,913,830	10,902,866	47.78%
Add (Subtract) to Reserves	558,245	(1,684,340)	2,242,585	
Total Revenue	23,374,941	10,229,491	13,145,450	43.76%
Total Expense	22,816,696	11,913,830	10,902,866	52.22%
Add (Subtract) to Reserves	558,245	-1,684,340	2,242,585	

NSLA - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru January	Remaining Budget	
Revenue				
Revenue	24,279,735	11,213,204	13,066,531	53.82%
Expense				
Certificated Salaries	7,257,142	3,999,076	3,258,066	44.89%
Classified Salaries	2,225,732	1,115,742	1,109,990	49.87%
Benefits	3,622,851	1,882,896	1,739,955	48.03%
Books and Supplies	2,158,775	1,579,571	579,204	26.83%
Services & Other	5,491,254	3,641,561	1,849,693	33.68%
Capital Outlay	265,000	171,024	93,976	35.46%
Other Outgo	0	0	0	N/A
Share of LCER	2,624,019	1,530,678	1,093,341	41.67%
Total Expense	23,644,773	13,920,548	9,724,225	41.13%
Add (Subtract) to Reserves	634,962	(2,707,344)	3,342,306	
Total Revenue	24,279,735	11,213,204	13,066,531	46.18%
Total Expense	23,644,773	13,920,548	9,724,225	58.87%
Add (Subtract) to Reserves	634,962	-2,707,344	3,342,306	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru January	Remaining Budget	
Revenue				
Revenue	27,476,365	11,450,336	16,026,029	58.33%
Expense				
Certificated Salaries	8,251,618	4,354,195	3,897,423	47.23%
Classified Salaries	2,134,165	1,117,987	1,016,179	47.61%
Benefits	3,835,509	2,027,273	1,808,236	47.14%
Books and Supplies	1,809,694	1,012,910	796,784	44.03%
Services & Other	8,556,122	3,300,387	5,255,735	61.43%
Capital Outlay	82,260	287,464	(205,204)	-249.46%
Other Outgo	0	0	0	N/A
Share of LCER	2,595,059	1,513,784	1,081,275	41.67%
Total Expense	27,264,427	13,614,001	13,650,426	50.07%
Add (Subtract) to Reserves	211,938	(2,163,664)	2,375,602	
Total Revenue	27,476,365	11,450,336	16,026,029	41.67%
Total Expense	27,264,427	13,614,001	13,650,426	49.93%
Add (Subtract) to Reserves	211,938	-2,163,664	2,375,602	

LCER - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru January	Remaining Budget	
Revenue				
Revenue	196,990	84,363	112,627	57.17%
Expense				
Certificated Salaries	964,364	569,044	395,320	40.99%
Classified Salaries	2,275,129	1,227,309	1,047,820	46.06%
Benefits	1,563,262	839,835	723,427	46.28%
Books and Supplies	177,500	37,410	140,090	78.92%
Services & Other	527,103	398,414	128,689	24.41%
Capital Outlay	20,000	205,226	(185,226)	-926.13%
Other Outgo	0	0	0	N/A
Share of LCER	(5,421,309)	(3,162,430)	(2,258,879)	
Total Expense	106,049	114,808	(8,759)	-8.26%
Add (Subtract) to Reserves	90,941	(30,445)	121,386	
Total Revenue	196,990	84,363	112,627	42.83%
Total Expense	106,049	114,808	-8,759	108.26%
Add (Subtract) to Reserves	90,941	-30,445	121,386	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru January	Remaining Budget	
Revenue				
Revenue	222,266	89,052	133,214	59.93%
Expense				
Certificated Salaries	797,637	474,962	322,675	40.45%
Classified Salaries	2,425,499	1,389,604	1,035,895	42.71%
Benefits	1,555,487	877,140	678,347	43.61%
Books and Supplies	40,450	33,603	6,847	16.93%
Services & Other	628,821	380,343	248,478	39.51%
Capital Outlay	30,500	30,631	(131)	-0.43%
Other Outgo	0	0	0	N/A
Share of LCER	(5,283,793)	(3,082,213)	(2,201,580)	41.67%
Total Expense	194,601	104,070	90,531	46.52%
Add (Subtract) to Reserves	27,665	(15,918)	42,683	
Total Revenue	222,266	89,052	133,214	40.07%
Total Expense	194,601	104,070	90,531	53.48%
Add (Subtract) to Reserves	27,665	-15,018	42,683	

LCF Balance

Lewis Center Foundation

July 1-December 31, 2025

DISTRIBUTION ACCOUNT	TOTAL
Income	
Capital Campaign	\$50,112.70
AAE Capital Campaign (Restricted)	
AAE Gym Weight Room	2,150.00
High Desert Turtle and Tortoise Club	2,500.00
Interest Earned 2025/26 (AAE Capital Campaign)	236.54
Watertower, Gristmill, Shade Structures	25,060.39
Total for AAE Capital Campaign (Restricted)	\$29,946.93
NSLA Capital Campaign (Restricted)	1,239.54
Total for Capital Campaign	\$81,299.17
Global and Local Programs	
Chile Exchange (Club Chile NSLA)	-695.01
Destination Imagination (DI)	-1,760.00
Total for Global and Local Programs	-\$2,455.01
HiDAS	
HiDAS Club Funds (Unrestricted)	2,836.56
HiDAS Endowment (Restricted)	55,727.41
Interest Earned 2025/26 (HiDAS Endowment)	170.30
Total for HiDAS	\$58,734.27
Scholarships	\$8,026.24
AAE Staff Scholarship	303.96
AWARDED TO Natalie Ritter (Extension Granted)(Moose Lodge Scholarship)	500.00
Bud Biggs Memorial Scholarship	540.41
Davis Endowment (Restricted)	\$12,751.85
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Interest Earned 2025/26 (Bill Davis Endowment)	37.84
Total for Davis Endowment (Restricted)	\$13,289.69
Gerardo Diaz, Jr. Scholarship	\$0.00
AWARDED TO McKayla Sullivan (Extension Granted)	2,500.00
Total for Gerardo Diaz, Jr. Scholarship	\$2,500.00
GSA Club Scholarship	1,919.55
Interest Earned 2025/26 (Scholarships)	113.53
LCER Ambassador Scholarship	-\$500.00
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Total for LCER Ambassador Scholarship	\$0.00
Mike Mangold Scholarship	2,250.00
Poetry Out Loud Scholarship	
AWARDED TO Max Goodly	500.00
Total for Poetry Out Loud Scholarship	\$500.00
Rick Piercy Scholarship	5,000.00

LCF Balance

Lewis Center Foundation

July 1-December 31, 2025

DISTRIBUTION ACCOUNT	TOTAL
Sandra Perea Scholarship	1,535.00
Senior Leadership Team (SLT) Scholarship AWARDED TO McKayla Sullivan (Extension Granted)	-\$500.00 500.00
Total for Senior Leadership Team (SLT) Scholarship	\$0.00
String Orchestra Music Achievement Scholarship (AAE)	568.05
Total for Scholarships	\$37,046.43
Unrestricted Funds	\$157,235.52
Interest Earned 2025/26 (Unrestricted)	388.52
Total for Unrestricted Funds	\$157,624.04
Total for Income	\$332,248.90
Gross Profit	\$332,248.90
Expenses	
Net Operating Income	\$332,248.90
Net Other Income	
Net Income	\$332,248.90

LCF Monthly Transactions Report

Lewis Center Foundation

December 1-31, 2025

DISTRIBUTION ACCOUNT	TOTAL
Income	
Capital Campaign	
AAE Capital Campaign (Restricted)	
Interest Earned 2025/26 (AAE Capital Campaign)	36.57
Total for AAE Capital Campaign (Restricted)	\$36.57
Total for Capital Campaign	\$36.57
Global and Local Programs	
Destination Imagination (DI)	-1,760.00
Total for Global and Local Programs	-\$1,760.00
HiDAS	
HiDAS Club Funds (Unrestricted)	-10.08
Interest Earned 2025/26 (HiDAS Endowment)	26.33
Total for HiDAS	\$16.25
Scholarships	-\$500.00
AAE Staff Scholarship	9.92
Davis Endowment (Restricted)	
Interest Earned 2025/26 (Bill Davis Endowment)	5.85
Total for Davis Endowment (Restricted)	\$5.85
Interest Earned 2025/26 (Scholarships)	17.55
Rick Piercy Scholarship	4,480.00
Senior Leadership Team (SLT) Scholarship	-500.00
String Orchestra Music Achievement Scholarship (AAE)	568.05
Total for Scholarships	\$4,081.37
Unrestricted Funds	-\$1,432.59
Interest Earned 2025/26 (Unrestricted)	60.10
Total for Unrestricted Funds	-\$1,372.49
Total for Income	\$1,001.70
Gross Profit	\$1,001.70
Expenses	
Net Operating Income	\$1,001.70
Net Other Income	
Net Income	\$1,001.70

LCF Balance

Lewis Center Foundation

July 1, 2025-January 31, 2026

DISTRIBUTION ACCOUNT	TOTAL
Income	
Capital Campaign	\$50,112.70
AAE Capital Campaign (Restricted)	
AAE Gym Weight Room	2,150.00
High Desert Turtle and Tortoise Club	2,500.00
Interest Earned 2025/26 (AAE Capital Campaign)	270.69
Watertower, Gristmill, Shade Structures	25,060.39
Total for AAE Capital Campaign (Restricted)	\$29,981.08
NSLA Capital Campaign (Restricted)	1,239.54
Total for Capital Campaign	\$81,333.32
Global and Local Programs	
Chile Exchange (Club Chile NSLA)	-695.01
Destination Imagination (DI)	-3,772.86
Total for Global and Local Programs	-\$4,467.87
HiDAS	
HiDAS Club Funds (Unrestricted)	2,865.47
HiDAS Endowment (Restricted)	55,727.41
Interest Earned 2025/26 (HiDAS Endowment)	194.89
Total for HiDAS	\$58,787.77
Scholarships	\$8,026.24
AAE Staff Scholarship	313.88
AWARDED TO Natalie Ritter (Extension Granted)(Moose Lodge Scholarship)	500.00
Bud Biggs Memorial Scholarship	540.41
Davis Endowment (Restricted)	\$12,751.85
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Interest Earned 2025/26 (Bill Davis Endowment)	43.30
Total for Davis Endowment (Restricted)	\$13,295.15
Gerardo Diaz, Jr. Scholarship	\$0.00
AWARDED TO McKayla Sullivan (Extension Granted)	2,500.00
Total for Gerardo Diaz, Jr. Scholarship	\$2,500.00
GSA Club Scholarship	1,919.55
Interest Earned 2025/26 (Scholarships)	129.92
LCER Ambassador Scholarship	-\$500.00
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Total for LCER Ambassador Scholarship	\$0.00
Mike Mangold Scholarship	2,250.00
Poetry Out Loud Scholarship	
AWARDED TO Max Goodly	500.00
Total for Poetry Out Loud Scholarship	\$500.00
Rick Piercy Scholarship	5,000.00

LCF Balance

Lewis Center Foundation

July 1, 2025-January 31, 2026

DISTRIBUTION ACCOUNT	TOTAL
Sandra Perea Scholarship	1,535.00
Senior Leadership Team (SLT) Scholarship	-\$500.00
AWARDED TO McKayla Sullivan (Extension Granted)	500.00
Total for Senior Leadership Team (SLT) Scholarship	\$0.00
String Orchestra Music Achievement Scholarship (AAE)	568.05
Total for Scholarships	\$37,078.20
Unrestricted Funds	\$150,926.84
Interest Earned 2025/26 (Unrestricted)	444.62
Total for Unrestricted Funds	\$151,371.46
Total for Income	\$324,102.88
Gross Profit	\$324,102.88
Expenses	
Net Operating Income	\$324,102.88
Net Other Income	
Net Income	\$324,102.88

LCF Monthly Transactions Report

Lewis Center Foundation

January 1-31, 2026

DISTRIBUTION ACCOUNT	TOTAL
Income	
Capital Campaign	
AAE Capital Campaign (Restricted)	
Interest Earned 2025/26 (AAE Capital Campaign)	34.15
Total for AAE Capital Campaign (Restricted)	\$34.15
Total for Capital Campaign	\$34.15
Global and Local Programs	
Destination Imagination (DI)	-2,012.86
Total for Global and Local Programs	-\$2,012.86
HiDAS	
HiDAS Club Funds (Unrestricted)	28.91
Interest Earned 2025/26 (HiDAS Endowment)	24.59
Total for HiDAS	\$53.50
Scholarships	
AAE Staff Scholarship	9.92
Davis Endowment (Restricted)	
Interest Earned 2025/26 (Bill Davis Endowment)	5.46
Total for Davis Endowment (Restricted)	\$5.46
Interest Earned 2025/26 (Scholarships)	16.39
Total for Scholarships	\$31.77
Unrestricted Funds	-\$6,308.68
Interest Earned 2025/26 (Unrestricted)	56.10
Total for Unrestricted Funds	-\$6,252.58
Total for Income	-\$8,146.02
Gross Profit	-\$8,146.02
Expenses	
Net Operating Income	-\$8,146.02
Net Other Income	
Net Income	-\$8,146.02

2026 Lewis Center for Educational Research Board Attendance

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Yolanda Carlos	Present										100%
Amber Hom	Absent										0%
Dr. Steve Levin	Absent										0%
Marisol Sanchez	Present										100%
Lucy Tello	Present										100%
Michael Razo	Absent										0%
Pat Schlosser	Present										100%

	Special Meetings		
	None		
Yolanda Carlos			
Amber Hom			
Dr. Steve Levin			
Marisol Sanchez			
Lucy Tello			
Michael Razo			
Pat Schlosser			

LCER Board Give and Get

Fiscal Year 2025/2026 - As of 02/23/2026

Member	Give	Get	In-kind	Total
Yolanda Carlos	\$ 25	\$ -	\$ -	\$ 25
Steven Levin	\$ 300	\$ -	\$ 576	\$ 876
Mike Razo	\$ -	\$ -	\$ -	\$ -
Jessica Rodriguez	\$ 155	\$ -	\$ -	\$ 155
Marisol Sanchez	\$ 2,500	\$ -	\$ 700	\$ 3,200
Pat Schlosser	\$ -	\$ -	\$ -	\$ -
Lucy Tello	\$ -	\$ -	\$ 100	\$ 100
Total	\$ 2,980	\$ -	\$ 1,376	\$ 4,356

Lewis Center Foundation Board Give and Get

Member	Give	Get	In-kind	Total
Buck Goodspeed	\$ 500	\$ -	\$ -	\$ 500
Vianey Gonzalez	\$ 667	\$ -	\$ -	\$ 667
Ambar Martinez	\$ 517	\$ -	\$ -	\$ 517
Jessica Rodriguez	\$ 155	\$ -	\$ -	\$ 155
Marisol Sanchez	\$ 2,500	\$ -	\$ 700	\$ 3,200
Total	\$ 4,339	\$ -	\$ 700	\$ 5,039

	Give	Get	In-kind	Total
Total Combined Boards	\$ 7,319	\$ -	\$ 2,076	\$ 9,395